



**ACCUPLACER[®] Program Manual
for the
Indiana Department of
Education**

**Online Tests
and
Nonstandard Format Tests**

Forms P and Q

Forms F and G

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Indiana Department of Education (IDOE) Assessments

During the 2014-15 school year, as part of the implementation of Indiana law (IC 20-32-9), the Indiana Department of Education (IDOE) has chosen to administer the ACCUPLACER® tests that were custom built for Ivy Tech Community College. There are two placement tests: Reading Comprehension (combined Placement and Diagnostic) and Elementary Algebra. In addition, there are three Mathematics Diagnostic tests. Additional math diagnostic tests may be administered based on the score a student receives on the Elementary Algebra placement test.

These tests are administered online (computer adaptive) and also have nonstandard formats available (paper-and-pencil, large print, and Braille). The College Board's COMPANION™ tests will be referred to as IDOE Nonstandard Format tests.

Nonstandard Format Tests

The College Board is committed to ensuring that students with disabilities receive appropriate accommodations on all of its tests. All College Board tests are designed and administered to ensure that students with disabilities have the opportunity to demonstrate their abilities within the parameters of each test. Accommodations including, but not limited to, extended time, breaks, readers, scribes, and use of assistive technology, are provided on an as needed basis. Paper test formats, including large print and Braille, are available to students who, because of the impact of their disabilities, cannot use a computer-based test. Other accommodations are available upon demonstrated need. Please refer to Appendix C of the *Indiana Assessment Program Manual* for accommodations information (www.doe.in.gov/assessment).

In addition, the following special equipment can only be used with ACCUPLACER Online Mathematics Tests. The Reading Placement and Diagnostics cannot be accommodated by these tools at this time.

- ZoomText Magnifier/Reader <http://www.aisquared.com/Products/index.cfm>
- Kurzweil 3000 for Windows Professional Color Windows-based reading, writing, and learning software for struggling students <http://www.kurzweilededu.com/kurz3000.aspx>
- JAWS, Job Access With Speech, is a screen reader developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse.
<http://www.freedomscientific.com/Products/Blindness/Jaws>

For students who are unable to use a computer, Nonstandard Format tests are available in the following formats: paper-and-pencil, large print, and Braille. Tactile graphics are available and are designed to aid visually impaired students understand any graphs used in a test.

There are two forms, Form P and Form Q, for each of the Mathematics Diagnostic tests and the Reading Placement and Diagnostic test, as well as two forms, Form F and Form G, of the Elementary Algebra test.

The Nonstandard Format tests use the same score scale as the computer-adaptive tests in ACCUPLACER. By using the raw-to-scaled score conversion tables included at the back of this manual, it is possible to convert Nonstandard Format raw scores to ACCUPLACER scaled scores.

This manual provides general information about the content areas of the IDOE assessments and directions for administering the Nonstandard Format tests.

General Information for Administering IDOE Assessments

All students should be given the Reading Placement and Diagnostic Test first, followed by the Elementary Algebra test. Based on their scores on the Elementary Algebra test, students are given one of the three Mathematics Diagnostic tests. Students taking the assessments over the Internet will be automatically directed from one test to another by the Branching Profile that has been built into the system.

Students taking the Nonstandard Format test should be given the Reading Placement and Diagnostic Test first, followed by the Elementary Algebra test. The test administrator will need to hand score the Elementary Algebra test to determine which Mathematics Diagnostic test will be administered next. Use the table below to determine the appropriate Mathematics Diagnostic test for each student.

Elementary Algebra Score	
92+	This student is ready for a transferrable college-level math course and is not required to take the Mathematics Diagnostic test.
70–91	Administer Mathematics Diagnostic Test Group C
34–69	Administer Mathematics Diagnostic Test Group B
20–33	Administer Mathematics Diagnostic Test Group A

The Reading Placement and Diagnostic test and the Mathematics Diagnostic tests will then be scored electronically by the College Board. The directions on how to send the answer sheets to the College Board are located on page 37. Each student should use one answer sheet for all of their IDOE Assessment tests.

Use of Calculators

Some of the mathematics items within the online ACCUPLACER math tests have pop-up calculators for students to use when answering some of the math questions. The items were written so that the use of a calculator will not help the student answer the question, but it is provided simply as a tool for the student to use. For example, if a student is asked to calculate the area of a rectangle, she or he must know the formula (length times width) for calculating the area. The calculator is available in this case as a tool for multiplying the length times the width; it will not help the student who does not know the formula.

Calculators are not available for all items. For example, if a student is asked to estimate the value of 9.755 times 5.688, the calculator is not available because the question is asking students to round 9.755 to 10, and 5.688 to 6, and then multiply 10 times 6 in their head. Because the use of the calculator would help the student answer this type of question, the calculator is not available. It is strongly recommended that the pop-up calculator be activated in Test Settings and that students not be allowed to use a handheld calculator when taking an online ACCUPLACER test. Students with a documented disability may use a calculator if it is a prescribed accommodation.

Use of Bilingual Dictionaries

Please refer to Appendix I of the *Indiana Assessment Program Manual* for information regarding the use of bilingual dictionaries (www.doe.in.gov/assessment). Use of other types of dictionaries during the assessments is prohibited.

Use of Cell Phones and Other Electronic Devices

As per Chapter 10 of the *Indiana Assessment Program Manual*, cell phones and other personal electronic devices not directly used in the administration of the test should not be present in the testing environment. This applies to both students and adults. (The one exception to the cell phone policy for adults is if this is the school's only means of communication regarding an urgent matter.)

All schools must inform staff and students that cell phones and other personal electronic devices not directly used in the administration of the test cannot be present in the testing environment. In addition, schools must have a plan in place for ensuring students do not have access to cell phones and other personal electronic devices during testing (i.e., a plan for the collection and secure storage of such devices).

Content Areas for Placement and Diagnostic Tests

Reading Placement and Diagnostic Test

There are 40 questions on the online Reading Placement and Diagnostic Test. There are 80 questions on the Nonstandard Format paper-and-pencil version. A placement score and five diagnostic strand scores will be reported. Placement scores range from 20 to 120, and diagnostic scores range from 1 to 15. Content areas covered by this test are shown below.

Main Idea
Main Idea
Author's Purpose
Supporting Detail
Supporting Detail
Organization/Relationships
Relationships
Organization
Vocabulary Development
Vocabulary Development
Critical Reading/Logic
Inferences
Paired Passages

Elementary Algebra Test

The Elementary Algebra test measures a student's ability to perform basic algebraic operations and to solve problems that involve elementary algebraic concepts. There are 12 questions on the online test and 35 questions on the paper-and-pencil test and special format version. Scores range from 20 to 120. Content areas covered by this test are shown below.

Elementary Algebra Content Area
Integers and Rationals
Ordering
Operations with signed numbers
Absolute value
Algebraic Expressions
Evaluating formulas and other algebraic expressions
Addition and subtraction of monomials and polynomials
Multiplication of monomials and polynomials

Positive rational roots and exponents
Squaring a binomial
Factoring difference of squares
Factoring $ax^2 + bx + c$ over the integers
Factoring polynomials that are not quadratics
Operations with algebraic fractions involving addition, subtraction, multiplication, and division
Division of monomials and polynomials including simplification of algebraic fractions
Equations, Inequalities, and Word Problems
Solving linear equations and inequalities
Systems of linear equations
Solving Quadratic equations by factoring
Translating written phrases or sentences into algebraic expressions or equations
Solving verbal problems in an algebraic context including geometric reasoning
Graphing

Mathematics Diagnostic Test

The Mathematics Diagnostic Test is divided into three groups: Group A has four strands, Group B has four strands, and Group C has three strands. On the online version, each strand contains 10 questions, and the Nonstandard Format version has 16 questions per strand. The score range for each strand is 1 to 15. Content areas for each Diagnostic Group are shown below.

Diagnostic Group A
Fractions and decimals
Fraction operations
Conversion between fractions and decimals
Place value, rounding, estimation
Decimal operations
Applications
Order of operations, exponents, signed numbers, and integers
Operations with integers
Word problems
Ratios, proportions, and percents
Percent problems
Proportional reasoning problems
Expressions, equations, and inequalities
Algebraic translation
Solve literal equations
Evaluate expressions and formulas
Solve and graph linear inequalities
Simplify expressions
Solve linear equations

Diagnostic Group B
Graphing functions, linear equations, and inequalities in two variables
Graph linear equations
Understand and use slope
Write linear equations
Determine equations from geometric data
Interpret functions algebraically
Polynomials and exponents
Add, subtract, and multiply polynomial expressions
Divide polynomials by monomials
Divide polynomials by binomials
Integer exponents
Factoring of polynomials
Factoring of polynomials
Systems of linear equations with two variables
Systems of linear equations with two variables

Diagnostic Group C
Rational expressions and equations
Systems of linear equations with two variables
Rational exponents, radicals, and complex numbers
Radicals and radical equations
Complex numbers
Rational exponents
Quadratic equations, and parabolas
Quadratic equations
Parabolas

Resources for Students

ACCUPLACER offers several free and paid learning tools that are designed to help students improve in areas where their academic performance may need improvement.

General Information and PDF Study Guide

The following are found under the Resources tab of the testing platform:

- Introduction for Students: <http://accuplacer.collegeboard.org/students>
- Sample Questions for Students:
<http://media.collegeboard.com/digitalServices/pdf/accuplacer/accuplacer-sample-questions-for-students.pdf>

You can print and distribute these to students or make them available electronically.

Learning Apps

The Web-Based Study Apps were developed by the College Board and are available on the College Board Store (<http://store.collegeboard.org>). Both Web-Based Study Apps are supported by the browsers below.

Supported Browsers

- Safari 6.0.x
- Firefox 16.0.x
- Internet Explorer 8.0.x or later
- Google Chrome 22.x or later

Supported Mobile Operating Systems

- IOS version 5.0 or later
- Android version 2.3 or later

- **ACCUPLACER Web-Based Study App - Ivy Tech Community College of Indiana**
Version — \$2.99
The ACCUPLACER Web-Based Study App features practice tests aligned to Ivy Tech Community College's standards. You can access the site from your computer, tablet, or smartphone (see supported browsers and mobile O/S below) and familiarize yourself with the basic content areas of ACCUPLACER tests. This Web-Based Study App is available for \$2.99 on the College Board Store.
- **ACCUPLACER Web-Based Study App — No Cost**
The ACCUPLACER Web-Based Study App features practice tests in Arithmetic, Elementary Algebra, College-Level Math, Reading Comprehension, and Sentence Skills. You can access the site from your computer, tablet, or smartphone (see supported browsers and mobile O/S below) and familiarize yourself with the basic content areas of ACCUPLACER tests. This Web-Based

Study App is available for free on the College Board Store. Instructions for the App are set forth below:

Step 1: Log in via <https://accuplacerpractice.collegeboard.org/login>

Step 2: Create a New Account (Sign Up)

Step 3: Unlock Your Test

Access Code: XLT-HBY-9Z-6KS2

Order Number: 6101969

Step 4: Log in as a returning user

Step 5: Practice for Free!

Directions for Administering Nonstandard Format Tests

Students taking the Nonstandard Format test should be given the Reading Placement and Diagnostic Tests first, followed by the Elementary Algebra test. The test administrator will have to hand score the Elementary Algebra test to determine which Mathematics Diagnostic test will be administered next. Use the table below to determine the appropriate test.

Elementary Algebra Score	
92+	This student is ready for a transferrable college-level math course and is not required to take the Mathematics Diagnostic test.
70–91	Administer Mathematics Diagnostic Test Group C
34–69	Administer Mathematics Diagnostic Test Group B
20–33	Administer Mathematics Diagnostic Test Group A

The Reading Placement and Diagnostic test and the Mathematics Diagnostic tests will then be scored electronically by the College Board. The directions on how to send the answer sheets are on page 37. Each student should use one answer sheet for all the ACCUPLACER Assessment tests.

Materials Needed for the Administration of Nonstandard Format Tests

- Test book
- Copies of the Student Privacy Policy
- Answer sheet
- Scratch paper
- Number 2 pencils
- A copy of this manual

Materials Needed for the Scoring of Nonstandard Format Tests

- ACCUPLACER Nonstandard Scoring Log-in Credentials Request Form to create ImageSilo login credentials (see Appendix C - page 78)
- Hand scoring templates
- Nonstandard-Format Elementary Algebra Test Conversion Table (see page 27)

Student Privacy Policy

The Student Privacy Policy can be found in Appendix A of this manual. There is a regular-print copy of the policy as well as a large-print version. You can make your own copies of the policy for distribution during testing, or you can order copies of the policy. There is no charge for copies of the policy.

Timing

The online tests and the Nonstandard Format tests are not timed.

Use of Handheld Calculator with Nonstandard Format Tests

It is recommended that students not be allowed the use of handheld calculators on the Nonstandard Format math tests. Some of the important material that these tests assess cannot be measured properly when using a calculator. Examples of such material are performing basic arithmetic operations and calculations with integers.

The online version of the tests deals with this issue by allowing a pop-up calculator on some questions, but not on all questions. An analogous policy would be difficult on a paper-and-pencil test, so these forms were assembled with the understanding that students would not be using handheld calculators.

Students with a documented disability may use a calculator if it is a prescribed accommodation.

Directions for Completing Pages 1 and 2 of the Answer Sheet

After verifying the identity of all students, seat them and put them at ease by introducing yourself and explaining the purpose of the testing.

Read aloud to the students the directions printed in the boxes below for regular-print and large-print tests. All other instructions are for the Test Administrator and should not be read aloud. For the Braille tests, the test administrator or scribe should work with the student to fill out pages 1 and 2 of the answer sheet.

At the end of testing, collect all testing materials, answer sheets, and scratch paper. Destroy the scratch paper using secure means.

You are about to take the IDOE Assessment test. The purpose of the test is to assess your skills in mathematics and reading.

During the test administration, you should not have anything on your desk except the materials I provide. Please clear your desk.

Pause and allow students time to clear their desks.

I am distributing a copy of the Student Privacy Policy.

Please read this policy thoroughly, and raise your hand if you have any questions. (pause)

Distribute Student Privacy Policy.

Note: The Student Privacy Policy can be found in Appendix A of this manual. There is a regular-print copy of the policy as well as a large-print version. You can make your own copies of the policy for distribution during testing, or you can order copies of the policy. There is no charge for copies of the policy.

By taking the IDOE Assessment test, you consent to the terms of the privacy policy.

Please pass the Student Privacy Policy back to me for now. If you want a copy of the policy, you can get a copy from me after you have completed testing.

Collect copies of the Student Privacy Policy.

I will now distribute your answer sheet.

Distribute answer sheets.

Listen carefully as I explain how to complete your answer sheet.

On the front page of the answer sheet in block 1 labeled **Your Name**, print your last name, first name, and middle initial in the boxes provided, one letter to a box. Do not be concerned if there are not enough boxes to print your name completely. In the column under each box in which you have printed a letter, fill in the circle containing the same letter. Be sure to stay in the proper column and to fill in only one circle in each column. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase the original response as completely as possible. Incomplete marks or erasures may affect your score. (pause)

In box 2 labeled **Student ID**, enter your student ID number (STN) and fill in the corresponding circle below each entry. (Provide any special instructions concerning student ID numbers). (pause)

In box 3 labeled **Date of Test**, enter today's date. Fill in the corresponding circle below each entry. (pause)

In box 4, provide your answer to the question **Are you a test proctor recording responses for the student?** by filling in the corresponding circle for your answer. (pause)

In box 5, provide your answer to the question **How do you describe yourself?** by filling in the corresponding circle for your answer. (pause)

In box 6 labeled **Date of Birth**, enter your birth date and fill in the corresponding circles below each entry. (pause)

In box 7 labeled **Gender**, fill in the circle corresponding to your answer. (pause)

The students should skip boxes 8-17 and 19 on page 2 of the answer sheet.

For box 18, follow the following steps to find the site ID:

1. Log in using your Site Manager Credentials: www.accuplacer.org
2. Select the “Users” tab.
3. Select the “Edit Testing Site” option.
4. On the upper right corner, you can find your 9-digit site ID number.

Open your answer sheet to page 2. You only need to answer the questions in boxes 18 and 20 on this page, and skip boxes 8-17 and 19. (pause)

In box 18 labeled **Site ID**, enter (provide your nine-digit site ID). (pause)

Box 20 contains two Local Background Questions. Read the two questions with answer choices and say:

In box 20, you need to answer two Local Background Questions. I am going to read the questions to you. Listen to each question carefully and select your response. Record your response to both questions by filling in the corresponding circle next to the question number. (pause)

Question 1: Grade Level

Please select your grade level:

- A. Junior
- B. Senior

(pause)

Question 2: After Graduation

What are you most likely to do in the first year after high school graduation?

- A. Employment; no further training
- B. Apprenticeship/Training by Employer
- C. Business, Technical, Military Training/Service, or 2 year college
- D. Four year college/university
- E. Undecided

Scripts for Administering Regular-Print or Large-Print Nonstandard Format Tests

Each regular-print and large-print test is contained in a single book. The Braille version may be used to augment the large-print version.

Welcome to the ACCUPLACER Assessment test administration. You will be taking the (**say the name of the test you will be administering: Reading Comprehension, Elementary Algebra, Mathematics Diagnostic Group A, Mathematics Diagnostic Group B, or Mathematics Diagnostic Group C**). The purpose of the test is to assess your skills in (language or mathematics). First, listen carefully to the instructions that I will read. For today's test, you may use only a No. 2 pencil to mark your answer sheet. Raise your hand if you do not have one.

Now remove everything from your desk except your pencils and erasers. Close all bags and backpacks and put them under your desk until the test is over and you are dismissed. At this time, if you still have a cell phone, MP3 player, handheld computer or any other electronic device in your possession, you need to completely power it off and place it under your desk. If your watch has an alarm, please make sure it is turned off. If you are seen using any of these devices or the devices make any sound (ringing or vibrating) during testing or breaks, you will be asked to leave and your answer sheet will not be submitted.

Turn to page (three or four) of your answer sheet, and locate this test on your answer sheet.

This is where you will record your answers. I will now distribute test booklets. Do not open your test book or make any marks on your answer sheet until I tell you to do so.

Distribute test booklets.

On the front cover of your test book, you will see a form designation. Your test is either (Form P or Form Q if taking a Mathematics Diagnostic test or the Reading Placement and Diagnostic test) or (F or G if taking an Elementary Algebra test).

Record on your answer sheet the form of the test you are taking by filling in the appropriate circle. It is very important that you fill in the correct test form because this will determine how your test will be scored.

Please note that only answers marked on your answer sheet will be scored. No credit will be given for answers marked on your scratch paper or test book.

(For large-print edition say...) Because your large-print test book will be used again, do not make any marks on the test book. Use the scratch paper provided.

There are (**see test table below**) questions on this assessment. There is no time limit.

Test	Number of Questions
Reading Placement and Diagnostic	80
Elementary Algebra	35
Mathematics Diagnostic – Group A	64
Mathematics Diagnostic – Group B	64
Mathematics Diagnostic – Group C	48

Script for Reading Placement and Diagnostic Test

We are now ready to begin testing. Open your **Reading Placement and Diagnostic** test booklet to page 3. Carefully read the directions silently along with me.

(For Reading Placement and Diagnostic say...) For each of the questions in this test, select the best answer from the four choices given. Mark your choice on the answer sheet. Do not write in this test book or make any marks in the test book. Scratch paper has been provided for you to make notes or computations. Only answers marked on your answer sheet will be scored. No credit will be given for answers marked on your scratch paper.

(Example #1 for Reading)

In the first example,

In 2008, members of the “Public Space Movement,” a worldwide effort to foster community enjoyment of public spaces, planned a day of “public pillow fights.” These pillow fights were organized to occur worldwide, in civic centers, town squares, playgrounds, and other public spaces. New York City’s 2008 pillow fight was the largest that year, with over 5,000 participants. The tradition has continued, and on April 2, 2011, citizens of more than 130 cities and towns around the world participated in what is now known as International Pillow Fight Day.

According to the passage, the 2011 pillow fights

- A. took place on the same day
- B. lasted for exactly twenty-four hours
- C. occurred once a month
- D. happened on every continent

The correct answer is A.

Example #2 for Reading

In the second example,

Hail rarely causes serious structural damage to buildings; in fact, most hailstorms leave few discernible effects. According to one insurance company, wind and hail storms cost the company and its policyholders a whopping \$3.9 billion in 2012.

What does the second sentence do?

- A. It supports the information given in the first.
- B. It explains the cause of the action described in the first.
- C. It gives another example of the problem named in the first.
- D. It contradicts the statement provided in the first.

The correct answer is D.

After you have completed the test and have checked your work carefully, raise your hand and you will be given further instructions. You may begin testing now.

Make sure students are recording answers in the correct area on the answer sheet.

At the end of testing, collect all testing materials, answer sheets, and all scratch paper. The scratch paper should be destroyed by a secure method.

If large-print test books were used, check for stray marks and erase them before reusing the test books with other students.

Script for Elementary Algebra Placement Test

We are now ready to begin testing. Open your **Elementary Algebra Placement** test booklet to page 3. Carefully read the directions silently along with me.

(For Elementary Algebra Placement say...) For each of the questions in this test, select the best answer from the four choices given. Mark your choice on the answer sheet. Do not write in this test book or make any marks in the test book. Scratch paper has been provided for you to make notes or computations. Only answers marked on your answer sheet will be scored. No credit will be given for answers marked on your scratch paper.

(Example for Elementary Algebra)

In the example,

EXAMPLE:

$$1a - 3a =$$

A. $4a$

B. $-2a$

C. $2a$

D. $-4a$

B is the correct answer.

SAMPLE ANSWER

☐ A ☒ B ☐ C ☐ D

The correct answer is B.

After you have completed the test and have checked your work carefully, raise your hand and you will be given further instructions. You may begin testing now.

Make sure students are recording answers in the correct area on the answer sheet.

At the end of testing, collect all testing materials, answer sheets, and all scratch paper. The scratch paper should be destroyed by a secure method.

If large-print test books were used, check for stray marks and erase them before reusing the test books with other students.

Script for Mathematic Diagnostic Test for Group A, B and C

We are now ready to begin testing. Open your **Mathematic Diagnostic** test booklet to page 3. Carefully read the directions silently along with me.

(For Mathematic Diagnostic say...) For each of the questions in this test, select the best answer from the four choices given. Mark your choice on the answer sheet. Do not write in this test book or make any marks in the test book. Scratch paper has been provided for you to make notes or computations. Only answers marked on your answer sheet will be scored. No credit will be given for answers marked on your scratch paper.

Example for Mathematic Diagnostic

In the example,

Example:

If $x + 3(2x - 5) = 6$ then $x =$

A. -3

B. 3

C. 15

D. 5

SAMPLE ANSWER

(A) ● (C) (D)

The correct answer is B.

After you have completed the test and have checked your work carefully, raise your hand and you will be given further instructions. You may begin testing now.

Make sure students are recording answers in the correct area on the answer sheet.

At the end of testing, collect all testing materials, answer sheets, and all scratch paper. The scratch paper should be destroyed by a secure method.

If large-print test books were used, check for stray marks and erase them before reusing the test books with other students.

Scripts for Administering Braille Nonstandard Format Tests

As students test, use the Administrator's Notes for the Braille Edition information that is contained in Appendix B to assist the students. If possible, illustrations and passages followed by questions are on facing pages. This may have required several blank pages, as indicated in the administration notes. All other changes or omissions are listed. The large-print test books can be used to supplement the braille editions of the tests.

A person should be designated to act as a scribe and be available to help the student fill in the answer sheet prior to testing.

The Reading Placement and Diagnostic Test is contracted braille, and the mathematics tests are transcribed according to the 1972 revised Nemeth Code.

Read aloud to the students the directions printed in the boxes below. All other instructions are for the Test Administrator and should not be read aloud. The test administrator or scribe should work with the student to fill out pages 1 and 2 of the answer sheet prior to moving forward.

Welcome to the ACCUPLACER Test administration. You will be taking the **(say the name of the Braille test you will be administering: Braille Reading Comprehension, Elementary Algebra, Mathematics Diagnostic Group A, Mathematics Diagnostic Group B, or Mathematics Diagnostic Group C)**. The purpose of the test is to assess your skills in (language or mathematics). First, listen carefully to the instructions that I will read.

Now remove everything from your desk. Close all bags and backpacks and put them under your desk until the test is over and you are dismissed. At this time, if you still have a cell phone, MP3 player, handheld computer or any other electronic device in your possession, you need to completely power it off and place it under your desk. If your watch has an alarm, please make sure it is turned off. If you are seen using any of these devices or the devices make any sound (ringing or vibrating) during testing or breaks, you will be asked to leave and your answer sheet will not be submitted.

Turn to page (three or four) of your answer sheet, and locate this test on your answer sheet. This is where you will record your answers. I will now distribute test booklets. Do not open your test book or make any marks on your answer sheet until I tell you to do so.

You are about to take the (name of test) test. The purpose of the test is to assess your skills in (language or mathematics).

Pause and allow students time to clear their desks.

The IDOE tests are distributed by the College Board and are designed to be used by educational institutions and students to assist in determining if a student is prepared for college-level course work.

I am distributing a copy of the Student Privacy Policy. (Please read this policy to the student.) Raise your hand if you have any questions. (pause)

Note: The Student Privacy Policy can be found in Appendix A of this manual. There is a regular-print copy of the policy as well as a large-print version. You can make your own copies of the policy for distribution during testing, or you can order regular print copies of the policy. There is no charge for copies of the policy.

By taking the IDOE test, you consent to the terms of the privacy policy.

Please pass the Student Privacy Policy back to me for now. If you want a copy of the policy, you can get a copy from me after you have completed testing.

On the front cover of your test book, you will see a form designation. Your test is either (Form P or Form Q if taking a Mathematics Diagnostic test or the Reading Placement and Diagnostic test) or (F or G if taking an Elementary Algebra test).

The scribe will record on the answer sheet the test form you are taking, by filling in the appropriate circle provided for the test booklet form. It is very important that you enunciate your answer clearly so that the scribe can fill in the correct test form because this will determine how your test will be scored.

Because your test book will be used again, do not make any marks on the test book. Use the scratch paper provided. Please note that only answers marked on your answer sheet will be scored.

There are (see table below) questions on this test. There is no time limit.

Test	Number of Questions
Reading Placement and Diagnostic	80
Elementary Algebra	35
Math Diagnostic – Group A	64
Math Diagnostic – Group B	64
Math Diagnostic – Group C	48

If the student is taking the Reading Placement and Diagnostic Test, say:

This test is contracted braille.

If the student is taking one of the mathematics tests, say:

This test is transcribed according to the 1972 revised Nemeth Code.

Script for Braille Reading Placement and Diagnostic Test

We are now ready to begin testing. Open your **Braille Reading Placement and Diagnostic** test booklet to page 3. Carefully read the directions silently along with me.

(For Braille Reading Placement and Diagnostic say...) For each of the questions in this test, select the best answer from the four choices given. Let your scribe know your answer by clearly enunciating your choice. Do not write in this test book or make any marks in the test book. Scratch paper has been provided for you in case you want to make notes. Only answers marked on your answer sheet will be scored. No credit will be given for answers marked on your scratch paper.

(Example #1 for Reading Braille)

In the first example,

In 2008, members of the “Public Space Movement,” a worldwide effort to foster community enjoyment of public spaces, planned a day of “public pillow fights.” These pillow fights were organized to occur worldwide, in civic centers, town squares, playgrounds, and other public spaces. New York City’s 2008 pillow fight was the largest that year, with over 5,000 participants. The tradition has continued, and on April 2, 2011, citizens of more than 130 cities and towns around the world participated in what is now known as International Pillow Fight Day.

According to the passage, the 2011 pillow fights

- E. took place on the same day
- F. lasted for exactly twenty-four hours
- G. occurred once a month
- H. happened on every continent

The correct answer is A.

(Example #2 for Reading Braille)

In the second example,

Hail rarely causes serious structural damage to buildings; in fact, most hailstorms leave few discernible effects. According to one insurance company, wind and hail storms cost the company and its policyholders a whopping \$3.9 billion in 2012.

What does the second sentence do?

- A. It supports the information given in the first.
- B. It explains the cause of the action described in the first.
- C. It gives another example of the problem named in the first.
- D. It contradicts the statement provided in the first.

The correct answer is D.

After you have completed the test and have checked your work carefully, let the scribe know that you are done, and you will be given further instructions.

You may begin testing now.

Make sure scribe and the student are recording answers in the correct area on the answer sheet.

At the end of testing, collect all testing materials, answer sheets, and all scratch paper. The scratch paper should be destroyed by a secure method.

For the test books used, check for stray marks and erase them before reusing the test books with other students.

Script for Braille Elementary Algebra Placement Test

We are now ready to begin testing. Open your **Braille Elementary Algebra Placement** test booklet to page 3. Carefully read the directions silently along with me.

(For Braille Elementary Algebra Placement say...) For each of the questions in this test, select the best answer from the four choices given. Mark your choice on the answer sheet. Do not write in this test book or make any marks in the test book. Scratch paper has been provided for you to make notes or computations. Only answers marked on your answer sheet will be scored. No credit will be given for answers marked on your scratch paper.

(Example for Braille Elementary Algebra)

In the example,

EXAMPLE:

$$1a - 3a =$$

A. $4a$

B. $-2a$

C. $2a$

D. $-4a$

B is the correct answer.

SAMPLE ANSWER

☐ A ☒ B ☐ C ☐ D

The correct answer is B.

After you have completed the test and have checked your work carefully, let the scribe know that you are done, and you will be given further instructions.

You may begin testing now.

Make sure scribe and the student are recording answers in the correct area on the answer sheet.

At the end of testing, collect all testing materials, answer sheets, and all scratch paper. The scratch paper should be destroyed by a secure method.

For the test books used, check for stray marks and erase them before reusing the test books with other students.

Script for Braille Mathematic Diagnostic Test for Group A, B and C

We are now ready to begin testing. Open your **Braille Mathematic Diagnostic** test booklet to page 3. Carefully read the directions silently along with me.

(For Braille Mathematic Diagnostic say...) For each of the questions in this test, select the best answer from the four choices given. Mark your choice on the answer sheet. Do not write in this test book or make any marks in the test book. Scratch paper has been provided for you to make notes or computations. Only answers marked on your answer sheet will be scored. No credit will be given for answers marked on your scratch paper.

Example for Braille Mathematic Diagnostic

In the example,

Example:

If $x + 3(2x - 5) = 6$ then $x =$

A. -3

B. 3

C. 15

D. 5

SAMPLE ANSWER

☐ A ☒ B ☐ C ☐ D

The correct answer is B.

After you have completed the test and have checked your work carefully, let the scribe know that you are done, and you will be given further instructions.

You may begin testing now.

Make sure scribe and the student are recording answers in the correct area on the answer sheet.

At the end of testing, collect all testing materials, answer sheets, and all scratch paper. The scratch paper should be destroyed by a secure method.

For the test books used, check for stray marks and erase them before reusing the test books with other students.

Directions for Scoring Nonstandard Format Tests

The scoring process of Nonstandard Format tests consists of the steps set forth below. The Reading Comprehension Placement/Diagnostic Test is scored electronically and then uploaded into your ACCUPLACER test site. ImageSilo is the secure Web portal service provider used for uploading images for Nonstandard Format tests. The Math Placement Test is a combination of hand scoring and electronic scoring before being uploaded into your ACCUPLACER test site. Please refer to the detailed steps below.

Steps to Receive Login Credentials for ImageSilo

1. Fill out the ACCUPLACER Nonstandard Scoring Log-in Credentials Request Form in Appendix C.
2. Email the completed form to brandy@b-e.com with your ACCUPLACER ID on the "Subject Line". This will allow you to access the Web portal: <https://login.imagesilo.com>.
3. Your credentials will be available within 24 hours upon submission of this form by email.

READING - ACCUPLACER Nonstandard Format Test Scoring

1. After administering a Reading Comprehension Placement/Diagnostic Nonstandard Format Test, the Corporation Testing Coordinator (CTC) or School Testing Coordinator (STC) will scan each answer sheet to create a PDF file.
2. CTC or STC will log on to the secure Web portal with ImageSilo credentials:
<https://login.imagesilo.com>
3. Complete steps to upload PDF files to ImageSilo.
4. You will receive an email to confirm that your PDF file was uploaded into ImageSilo.
5. You will receive a second email when the student's scores are available in your ACCUPLACER test site. This will allow you to create an Individual Score Report.

MATH - ACCUPLACER Nonstandard Format Test Scoring

1. After administering an Elementary Algebra Placement Nonstandard Format Test, verify that the answer sheet and the scoring template are for the same test form.
 - Form P is for Testing Period 1.
 - Form Q is for Testing Period 2.
2. Scoring for Elementary Algebra Test
 - Next, place the scoring stencil over the answer sheet so that the stencil lines up with the corresponding responses.
 - Count the correct answers to determine the raw score.
 - Responses visible through the circles on the scoring template are correct. The raw score is equal to the number of questions answered correctly.
 - Questions with multiple answers are to be counted wrong.
3. Use the Nonstandard Format Elementary Algebra Test conversion table on page 39 to convert the student's Raw Score to a Scaled Score.
4. Use the Scaled Score to determine if Math Diagnostic Group A, Group B, or Group C is required. Use the following information to identify the correct Diagnostic Test to administer:

<ul style="list-style-type: none"> • Score of 20 to 33 — Administer Math Diagnostic Group A test • Score of 34 to 69 — Administer Math Diagnostic Group B test • Score of 70 to 91 — Administer Math Diagnostic Group C test • Score of 92 to 120 — No additional Math Diagnostic testing is required
5. After administering the Nonstandard Elementary Algebra Placement Test and Math Diagnostic Test (if required), the Corporation Testing Coordinator (CTC) or School Testing Coordinator (STC) will scan each answer sheet to create a PDF file.
6. CTC or STC will log on to the secure Web portal with ImageSilo credentials: https://login.imagesilo.com
7. Complete steps to upload PDF files to ImageSilo. Directions are in Appendix F.
8. You will receive an email to confirm receipt that your PDF file was uploaded into ImageSilo.
9. You will receive a second email when the student's scores are available in your ACCUPLACER test site. This will allow you to create an Individual Score Report.

Conversion Tables
Nonstandard-Format Elementary Algebra Test

Elementary Algebra			
Form F		Form G	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	20	0	20
1	21	1	21
2	21	2	21
3	21	3	21
4	21	4	22
5	22	5	22
6	22	6	22
7	22	7	23
8	23	8	24
9	24	9	25
10	26	10	27
11	28	11	30
12	30	12	32
13	33	13	34
14	35	14	36
15	37	15	39
16	39	16	41
17	42	17	44
18	45	18	47
19	49	19	50
20	52	20	54
21	56	21	57
22	59	22	60
23	62	23	63
24	65	24	65
25	68	25	68
26	71	26	71
27	75	27	74
28	79	28	77
29	83	29	81
30	88	30	86
31	93	31	90
32	98	32	95
33	103	33	101
34	109	34	107
35	120	35	120

Conversion Tables
Nonstandard Format Reading Placement Test

Reading Placement Test Form P			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	20	41	77
1	20	42	78
2	20	43	78
3	20	44	79
4	20	45	81
5	20	46	81
6	20	47	83
7	20	48	83
8	20	49	84
9	20	50	86
10	20	51	87
11	20	52	87
12	20	53	88
13	20	54	89
14	20	55	89
15	20	56	91
16	20	57	92
17	20	58	92
18	20	59	94
19	20	60	95
20	20	61	96
21	23	62	97
22	28	63	98
23	35	64	99
24	39	65	101
25	45	66	102
26	51	67	103
27	53	68	104
28	58	69	106
29	61	70	108
30	63	71	110
31	64	72	112
32	67	73	114
33	68	74	116
34	69	75	119
35	71	76	120
36	72	77	120
37	73	78	120
38	74	79	120
39	75	80	120
40	76		

Reading Placement Test Form Q			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	20	41	77
1	20	42	77
2	20	43	78
3	20	44	80
4	20	45	80
5	20	46	81
6	20	47	82
7	20	48	83
8	20	49	84
9	20	50	85
10	20	51	86
11	20	52	87
12	20	53	88
13	20	54	89
14	20	55	90
15	20	56	91
16	20	57	91
17	20	58	92
18	20	59	93
19	20	60	95
20	20	61	96
21	24	62	97
22	27	63	98
23	34	64	99
24	37	65	101
25	44	66	102
26	49	67	103
27	53	68	105
28	57	69	106
29	60	70	108
30	62	71	110
31	64	72	112
32	66	73	114
33	67	74	116
34	69	75	120
35	70	76	120
36	71	77	120
37	72	78	120
38	73	79	120
39	74	80	120
40	75		

Conversion Tables
Nonstandard Format Mathematics Diagnostic Test — Group A

Fractions and Decimals			
Questions 1–16			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	2	1	1
2	2	2	2
3	3	3	3
4	5	4	4
5	7	5	6
6	9	6	8
7	10	7	10
8	11	8	11
9	12	9	12
10	12	10	12
11	13	11	13
12	13	12	13
13	14	13	14
14	15	14	15
15	15	15	15
16	15	16	15

Order of Operations, Exponents, Signed Numbers, and Integers			
Questions 17–32			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	2	3	2
4	3	4	3
5	5	5	5
6	7	6	7
7	8	7	8
8	9	8	9
9	10	9	10
10	11	10	11
11	11	11	11
12	12	12	12
13	13	13	13
14	14	14	14
15	15	15	15
16	15	16	15

Conversion Tables
Nonstandard Format Mathematics Diagnostic Test — Group A Continued

Ratios, Proportions, and Percents			
Questions 33–48			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	6	5	6
6	8	6	7
7	9	7	9
8	10	8	10
9	11	9	11
10	11	10	11
11	12	11	12
12	13	12	13
13	13	13	13
14	14	14	14
15	15	15	15
16	15	16	15

Expressions, Equations, and Inequalities			
Questions 49–64			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	2	2	1
3	2	3	2
4	3	4	2
5	4	5	3
6	5	6	4
7	6	7	6
8	7	8	6
9	7	9	7
10	8	10	7
11	8	11	8
12	8	12	8
13	9	13	9
14	9	14	9
15	10	15	10
16	13	16	13

Proficiency Statements
Mathematics Diagnostic Test — Group A

Fractions and Decimals	
Needs Improvement (1–4)	Your performance on Fractions and Decimals indicates that you need additional practice with the knowledge and skills outlined in the Limited Proficiency level.
Limited Proficiency (5–9)	Your performance on Fractions and Decimals indicates that you can plot positive fractions and decimals on a number line, add and subtract fractions with like denominators, multiply and subtract positive decimals, change all improper fractions to mixed numbers, order positive fractions and decimals, round place values, multiply improper fractions, and divide proper and improper fractions.
Proficient (10–15)	Your performance on Fractions and Decimals indicates that you can plot rational numbers on a number line, add and subtract fractions, order fractions and decimals, perform operations with mixed numbers and decimals, convert decimals to fractions, use estimations, simplify complex fractions, square fractions and decimals, solve application problems with fractions and decimals, and solve inequalities and equations with fractions with one variable.
Order of Operations, Exponents, Signed Numbers, and Integers	
Needs Improvement (1–4)	Your performance on Order of Operations indicates that you need additional practice with the knowledge and skills outlined in the Limited Proficiency level.
Limited Proficiency (5–9)	Your performance on Order of Operations indicates that you can perform order of operations by adding, subtracting, multiplying, and dividing with integers; evaluate exponential expressions with whole number exponents; use area and perimeter formulas of rectangles; convert inches to feet and vice versa; solve application problems that involve positive integers; place integers on a number line; and calculate an average from a list of numbers.
Proficient (10–15)	Your performance on Order of Operations indicates that you can find the perimeter of a square given the area, use area and perimeter formulas of rectangles, perform order of operations with integers, use powers of 10 with positive and negative exponents, use tables, charts, and averages to solve application problems, use associative and communicative properties, translate words to mathematical expressions and equations, and solve perfect square roots and absolute values.

Proficiency Statements
Mathematics Diagnostic Test — Group A Continued

Ratios, Proportions, and Percents	
Needs Improvement (1–4)	Your performance on Ratios, Proportions, and Percents indicates that you need additional practice with the knowledge and skills outlined in the Limited Proficiency level.
Limited Proficiency (5–9)	Your performance on Ratios, Proportions, and Percents indicates that you can convert between decimal, fraction, and percent; solve a proportion or one-step equation; translate a word description to a percent proportion or equation; complete a one-step conversion; recognize common percent and fractional equivalents; calculate final price, use percent in a pie graph to calculate an amount; and use ratio to write proportion.
Proficient (10–15)	Your performance on Ratios, Proportions, and Percents indicates that you can use percent proportion or equation to solve application problems, complete multistep conversions, use unit rate, calculate percent rate change, calculate original price when given sale price or tax rate, calculate tax rate when given original and sale prices, calculate percent of percent, interpret and use information from pie graphs or charts, and use similar triangles and proportions to solve problems.
Expressions, Equations, and Inequalities	
Needs Improvement (1–4)	Your performance on Expressions, Equations, and Inequalities indicates that you need additional practice with the knowledge and skills outlined in the Limited Proficiency level.
Limited Proficiency (5–9)	Your performance on Expressions, Equations, and Inequalities indicates that you can understand the connections between fractions, decimals, order of operations, exponents, signed numbers, integers, ratios, proportions, percent, expressions, equations, and inequalities; use order of operations with a calculator as well as by hand; evaluate simple algebraic expressions; solve simple linear equations; translate words into expressions; and use the formulas for perimeter and area.
Proficient (10–15)	Your performance on Expressions, Equations, and Inequalities indicates that you can solve multistep linear equations; solve rational expressions with monomial/linear expression in the denominator; multiply binomials; solve simple linear literal equations; translate words into expressions, equations, and inequalities; apply the order of operations; identify solutions of linear equations; graph inequalities on a number line; and evaluate absolute value expressions.

Conversion Tables
Nonstandard Format Mathematics Diagnostic Test — Group B

Graphing Functions, Linear Equations, and Inequalities in Two Variables			
Questions 1–16			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	2
2	2	2	2
3	2	3	2
4	3	4	3
5	4	5	4
6	5	6	6
7	6	7	7
8	7	8	8
9	8	9	8
10	8	10	8
11	9	11	9
12	9	12	9
13	10	13	10
14	10	14	10
15	12	15	12
16	14	16	14

Polynomials and Exponents			
Questions 17–32			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	2	2	2
3	3	3	2
4	4	4	3
5	5	5	4
6	6	6	6
7	7	7	7
8	8	8	7
9	8	9	8
10	8	10	8
11	9	11	9
12	9	12	9
13	10	13	9
14	10	14	10
15	11	15	11
16	14	16	14

Conversion Tables
Nonstandard Format Mathematics Diagnostic Test — Group B Continued

Factoring of Polynomials			
Questions 33–48			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	2	2	2
3	2	3	2
4	2	4	3
5	3	5	4
6	5	6	5
7	6	7	6
8	7	8	7
9	7	9	7
10	8	10	8
11	8	11	8
12	9	12	9
13	9	13	9
14	10	14	10
15	10	15	10
16	13	16	13

Systems of Linear Equations with Two Variables			
Questions 49–64			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	2
2	2	2	2
3	2	3	2
4	3	4	3
5	4	5	4
6	5	6	6
7	7	7	7
8	8	8	8
9	8	9	8
10	9	10	9
11	9	11	9
12	10	12	9
13	10	13	10
14	11	14	10
15	12	15	11
16	14	16	14

Proficiency Statements
Mathematics Diagnostic Test — Group B

Graphing Functions, Linear Equations, and Inequalities in Two Variables	
Needs Improvement (1–4)	Your performance on Graphing Functions, Linear Equations, and Inequalities in Two Variables indicates that you need additional practice with the knowledge and skills outlined in the Limited Proficiency level.
Limited Proficiency (5–9)	Your performance on Graphing Functions, Linear Equations, and Inequalities in Two Variables indicates that you can plot an ordered pair; know the signs of the coordinates in each quadrant; can recognize positive and negative slopes; can find the coordinates on a graph; can understand the terms <i>horizontal</i> and <i>vertical</i> ; and can check a solution; given either x or y , you can find the other variable; create and use a t -table to graph a line, and understand the term <i>linear</i> .
Proficient (10–15)	Your performance on Graphing Functions, Linear Equations, and Inequalities in Two Variables indicates that you can, given a graph, two points, or an equation, determine the slope; recognize and use the slope-intercept form; find the equation of a line; use the slope to find another point on a line; apply rate of change; apply undefined and zero slope and their equations; graph a linear inequality in two variables; evaluate a function; and interpret the meaning of a point given on a labeled graph.
Polynomials and Exponents	
Needs Improvement (1–4)	Your performance on Polynomials and Exponents indicates that you need additional practice with the knowledge and skills outlined in the Limited Proficiency level.
Limited Proficiency (5–9)	Your performance on Polynomials and Exponents indicates that you are able to combine like terms, understand the definition of <i>exponent</i> , apply the distributive property to polynomials in both directions, and multiply single-variable, linear binomials with integer coefficients; you are familiar with numerical long division and understand the commutative property of terms.
Proficient (10–15)	Your performance on Polynomials and Exponents indicates that you can apply the rules of integer exponents; add, subtract, and multiply polynomials; divide polynomials by monomials or binomials; and recognize squares of binomials.

Mathematics Diagnostic Test — Group B Continued

Factoring of Polynomials	
Needs Improvement (1–4)	Your performance on Factoring Polynomials indicates that you need additional practice with the knowledge and skills outlined in the Limited Proficiency level.
Limited Proficiency (5–9)	Your performance on Factoring Polynomials indicates that you know the definition of <i>factor</i> , can find a common factor of a polynomial, and can check the answers to factor problems by multiplication.
Proficient (10–15)	Your performance on Factoring Polynomials indicates that you can factor binomials and trinomials and factor four-term polynomials by grouping; you are able to factor completely and can recognize a prime polynomial.
Systems of Linear Equations with Two Variables	
Needs Improvement (1–4)	Your performance on Systems of Linear Equations with Two Variables indicates that you need additional practice with the knowledge and skills outlined in the Limited Proficiency level.
Limited Proficiency (5–9)	Your performance on Systems of Linear Equations with Two Variables indicates that you are able to graph a line and can solve a linear literal equation for a specified variable, evaluate a linear equation for a given ordered pair, understand common multiple, and understand that parallel lines do not intersect and that two distinct lines that intersect will only do so at a single point.
Proficient (10–15)	Your performance on Systems of Linear Equations with Two Variables indicates that you can solve systems of equations using graphing, substitution, and elimination; understand number/types of solutions of systems; translate, solve, and interpret answers to application problems into systems of equations; and check that solutions fit both equations in the system.

Conversion Tables
Nonstandard Format Mathematics Diagnostic Test — Group C

Rational Expressions and Equations			
Questions 1–16			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	2	4	2
5	3	5	3
6	4	6	5
7	6	7	6
8	6	8	6
9	7	9	7
10	7	10	7
11	8	11	8
12	8	12	8
13	9	13	9
14	10	14	10
15	12	15	11
16	15	16	15

Rational Exponents, Radicals, and Complex Numbers			
Questions 17–32			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	2	2	2
3	2	3	2
4	3	4	3
5	5	5	4
6	7	6	6
7	8	7	7
8	8	8	8
9	9	9	9
10	9	10	9
11	10	11	10
12	10	12	10
13	11	13	11
14	11	14	11
15	12	15	13
16	15	16	15

Conversion Tables
Nonstandard Format Mathematics Diagnostic Test — Group C Continued

Quadratic Equations and Parabolas			
Questions 33–48			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	2	1	2
2	2	2	2
3	2	3	2
4	3	4	3
5	4	5	4
6	5	6	5
7	6	7	6
8	7	8	7
9	8	9	8
10	8	10	8
11	9	11	9
12	9	12	9
13	10	13	10
14	10	14	10
15	11	15	11
16	14	16	14

Proficiency Statements
Mathematics Diagnostic Test — Group C

Rational Expressions and Equations	
Needs Improvement (1–4)	Your performance on Rational Expressions and Equations indicates that you need additional practice with the knowledge and skills outlined in the Limited Proficiency level.
Limited Proficiency (5–9)	Your performance on Rational Expressions and Equations indicates that you can factor, complete operations with fractions, find the least common denominator of numbers, evaluate functions, and complete basic algebraic operations.
Proficient (10–15)	Your performance on Rational Expressions and Equations indicates that you can simplify rational expressions including complex fractions, solve rational equations, find the least common denominator in algebraic expressions, perform operations on rational expressions, and understand when a rational expression is not defined.
Rational Exponents, Radicals, and Complex Numbers	
Needs Improvement (1–4)	Your performance on Rational Exponents, Radicals, and Complex Numbers indicates that you need additional practice with the knowledge and skills outlined in the Limited Proficiency level.
Limited Proficiency (5–9)	Your performance on Rational Exponents, Radicals, and Complex Numbers indicates that you can simplify numeric radicals, convert between rational exponents and radical expressions, apply rules of exponents, solve simple one-step or two-step equations involving radicals, and understand the definition of a complex number.
Proficient (10–15)	Your performance on Rational Exponents, Radicals, and Complex Numbers indicates that you can simplify radicals involving variables, convert between rational exponents and radical expressions involving variables, apply rules of exponents involving variable expressions, solve equations involving radicals using multiple steps, and perform basic operations involving complex numbers.

Quadratic Equations and Parabolas	
Needs Improvement (1–4)	Your performance on Quadratic Equations and Parabolas indicates that you need additional practice with the knowledge and skills outlined in the Limited Proficiency level.
Limited Proficiency (5–9)	Your performance on Quadratic Equations and Parabolas indicates that you can factor trinomials and the difference of two squares, graph a linear equation, understand the concept of intercepts, solve basic equations, and evaluate basic expressions.
Proficient (10–15)	Your performance on Quadratic Equations and Parabolas indicates that you can solve quadratic equations by the square root property, factoring, and the quadratic formula; find the maximum and minimum values of a function; graph quadratic functions; find the vertex and intercepts of quadratic functions; and solve a variety of application problems.

Conversion Tables
Nonstandard Format Reading Diagnostic Test

Main Ideas/Author's Purpose Questions 1–16			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	1	7	1
8	4	8	3
9	5	9	6
10	7	10	7
11	8	11	9
12	9	12	10
13	11	13	11
14	12	14	13
15	15	15	15
16	15	16	15

Supporting Details Questions 17–32			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	3	7	2
8	5	8	4
9	7	9	6
10	8	10	7
11	9	11	8
12	10	12	10
13	11	13	11
14	12	14	12
15	15	15	14
16	15	16	15

Conversion Tables
Nonstandard Format Reading Diagnostic Test Continued

Organization/Relationships Questions 33–48			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	4	7	3
8	6	8	6
9	8	9	8
10	9	10	9
11	10	11	10
12	11	12	11
13	13	13	13
14	14	14	15
15	15	15	15
16	15	16	15

Vocabulary Development Questions 49–64			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	2	7	2
8	4	8	4
9	5	9	5
10	7	10	7
11	8	11	8
12	9	12	9
13	10	13	10
14	12	14	12
15	15	15	15
16	15	16	15

Conversion Tables
Nonstandard Format Reading Diagnostic Test Continued

Critical Reading/Logic Questions 65–80			
Form P		Form Q	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	4	7	4
8	6	8	6
9	8	9	8
10	9	10	9
11	10	11	10
12	11	12	11
13	12	13	12
14	13	14	13
15	15	15	15
16	15	16	15

**Proficiency Statements
Reading Diagnostic Test**

Main Ideas/Author's Purpose	
Needs Improvement (1–4)	Your performance on Main Ideas/Author's Purpose demonstrates an understanding of informational texts by recognizing explicit patterns of organization and relationships between sentences with stated transitions.
Limited Proficiency (5–9)	Your performance on Main Ideas/Author's Purpose demonstrates an understanding of informational texts by identifying the main idea of a passage, even when the answer choices are reworded from the passage, or recognizing the author's purpose in writing the passage, when purpose is evident.
Proficient (10–15)	Your performance on Main Ideas/Author's Purpose demonstrates an understanding of informational texts by identifying the main idea of a passage, even when the main idea is implied, or recognizing the author's purpose in writing the passage, even when purpose must be inferred.
Supporting Details	
Needs Improvement (1–4)	Your performance on Supporting Details demonstrates an understanding of informational texts by identifying major supporting details when the answer choices are restated from the passage.
Limited Proficiency (5–9)	Your performance on Supporting Details demonstrates an understanding of informational texts by comprehending major supporting details, even when the answer choices are reworded from the passage.
Proficient (10–15)	Your performance on Supporting Details demonstrates an understanding of informational texts by comprehending supporting details, even minor ones, and an understanding of their significance and the relationships between them and the main idea.

Organization/Relationships	
Needs Improvement (1–4)	Your performance on Organization/Relationships demonstrates an understanding of informational texts by recognizing explicit patterns of organization and relationships between sentences with stated transitions.
Limited Proficiency (5–9)	Your performance on Organization/Relationships demonstrates an understanding of informational texts by recognizing implicit patterns of organization and relationships between sentences with subtle transitions.
Proficient (10–15)	Your performance on Organization/Relationships demonstrates an understanding of informational texts by using organization to infer meaning and purpose, and it demonstrates an ability to determine relationships between complex sentences even when relationships must be inferred from context.
Vocabulary Development	
Needs Improvement (1–4)	Your performance on Vocabulary Development indicates that you can determine the meanings of high-frequency, single-meaning words in the context of an informational text.
Limited Proficiency (5–9)	Your performance on Vocabulary Development indicates that you can determine the meanings of high-frequency, multiple-meaning words in the context of an informational text.
Proficient (10–15)	Your performance on Vocabulary Development indicates that you can determine the meanings of low-frequency and multiple-meaning words in the context of an informational text.
Critical Reading/Logic	
Needs Improvement (1–4)	Your performance on Critical Reading/Logic indicates that you can make basic inferences about informational texts, supporting the inferences with relevant textual evidence, and it demonstrates limited understanding by making few generalizations about paired texts.
Limited Proficiency (5–9)	Your performance on Critical Reading/Logic indicates that you can make logical inferences about informational texts, supporting the inferences with accurate, relevant textual evidence, and it demonstrates basic understanding by making some generalizations about paired texts.
Proficient (10–15)	Your performance on Critical Reading/Logic indicates that you can make discerning inferences about informational texts, supporting the inferences with specific and well-chosen evidence, and it demonstrates a developed understanding by drawing conclusions and making generalizations about

	paired texts consistently.
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Steps for Receiving/Returning Nonstandard Format Tests

The CTC and STC are responsible for all testing materials. Testing materials must be in secure storage until test date. Immediately after students complete testing, the CTC or STC must account for all test materials and keep them in secure storage until they are in the return carriers' possession. The steps for receipt and return of testing materials are outlined below:

Receiving of Nonstandard Testing Materials
1. Upon receipt of your testing materials, complete part 1 and part 2 of the Nonstandard Testing Materials Form in Appendix E on page 94.
Returning of Nonstandard Testing Materials
2. Upon completion of Testing Period 1 and 2, complete part 3 and part 4 of the Nonstandard Testing Materials Form filled out from section above.
3. Pack the following materials in the original carton (if possible): <ul style="list-style-type: none">a. Used and unused standard size booklets separated by piece of paperb. Used and unused large-print booklets separated by piece of paperc. Used and unused braille booklets separated by piece of paperd. Used and unused answer sheets separated by piece of papere. Scoring templates
4. Log on to https://login.imagesilo.com and complete the Shipping Request Return Form.
5. The form should be uploaded into ImageSilo at https://login.imagesilo.com using your login credentials. Labels will be sent within 24 hours of receipt of this form, and a pickup date will be scheduled for you. The USP pickup date will be as close to your requested date on the form as possible. The test booklets should be bundled separately between used and unused when packaging.
6. Materials should be shipped in a timely manner.
7. <i>All materials must be received by the College Board no later than April 15, 2015.</i>

Appendix A –Student Privacy Policy in Regular Print and Large Print



College Board System Student Privacy Policy

This System and website are operated by the College Board and are designed to be used by educational institutions, governmental departments of education, and students to assist in determining if a student is prepared for a college-level course and to aid institutions in making course placement decisions. The College Board recognizes the importance of protecting the privacy rights of students taking ACCUPLACER® tests and other College Board tests using this System. The College Board System is securely managed and safeguarded in accordance with all applicable laws and the policies and guidelines set forth below. By using the College Board System, you consent to the terms of the following privacy policy, including the uses of the information as described below.

INFORMATION COLLECTED

The following Student Data may be collected: test scores, test-related data, and personally identifiable information, including name, address, phone number, email address, student ID, date of birth, gender, ethnicity, and other data that may be requested specifically by the institution.

INFORMATION USE, SHARING AND DISCLOSURE

- (a) Student Data is provided to the institution that is administering the test to the student and may be shared by that institution with governmental departments of education for reporting purposes and with the institution's operational and research partners. Students may also grant permission to share their score reports with institutions other than where the test was administered. The student must provide that permission in writing before the score report can be shared with the nonadministering institution.
- (b) Student Data is used by the College Board for internal research and reporting purposes in accordance with the College Board's data use policies. With the exception of those uses set forth in this privacy policy, student personally identifiable information will not be shared, sold, or released to third parties without the student's consent. For further information regarding the College Board's data use policies, visit <http://www.collegeboard.org> to access the College Board's Guidelines for the Release of Data and the College Board's Uses of College Board Test Scores and Related Data.
- (c) Student Data may be shared with employees and subcontractors who assist the College Board with website operations and the technical aspects of hosting the site. All College Board employees and subcontractors are subject to the College Board's confidentiality and privacy policies.
- (d) Student Data may be disclosed in response to a subpoena, court order, or legal process, to the extent permitted and required by law.

- (e) Student Data may be disclosed to protect user security or the security of other persons, consistent with applicable laws.
- (f) For ACCUPLACER Users only: The College Board may send email communications regarding the College Board's free college planning services to those students who do not opt out of receiving these types of communications. The College Board will not rent, sell, or release email addresses to third parties without the student's consent.
- (g) For ACCUPLACER Users only: If CSP Assessment tests are administered by an institution, and taken by the student, only the student's ACCUPLACER ID number will be provided to CSPlacement for the purposes of administering the test and for data management. No personally identifying information of the student will be shared with CSPlacement.
- (h) For ACCUPLACER Users only: If your institution uses the ACCUPLACER®//MyFoundationsLab® tool, the College Board may send you an email with your MyFoundationsLab Locator Code and Access Code so you can access the tool.

COLLEGE BOARD LINKED SITES; COMPUTER SKILLS PLACEMENT; PEARSON ACCUPLACER®//MyFoundationsLab®

Any information that the users submit to a third party site, not owned by the College Board, is subject to the third party site's terms and conditions and privacy policies. The College Board is not responsible for privacy policies or terms and conditions of any third party sites or for any links, information, or content that appears on the third party sites.

For the convenience of our ACCUPLACER users, the College Board System provides a direct link to the Computer Skills Placement ("CSPlacement") site to access the CSP Assessment tests and the Pearson site to access the ACCUPLACER//MyFoundationsLab tool. The CSPlacement and Pearson sites as well as the assessments and materials on these sites are not owned by the College Board and are solely owned by and provided to the institutions and students by CSPlacement Pearson respectively. Use of these sites and services are governed by the Terms and Conditions and Privacy Policy set forth on each site.

The College Board strongly recommends that students read these policies before using the sites and related products. For questions or support regarding CSPlacement or its services, please contact 203-319-9934 or info@csplacement.com. For questions or support regarding Pearson or its services, please contact accumfl@pearson.com.

INTERNATIONAL USERS AND TRANSFERS OF INFORMATION

The College Board System operates on a software as a service platform that is located in the United States. Therefore, your Student Data may be transferred from your testing location to the United States. When you furnish Student Data to the College Board through this System, you are consenting to a cross-border transfer of that information. If you choose not to provide your Student Data, please notify your proctor.

INFORMATION GATHERED THROUGH TRAFFIC MONITORING

Like many other websites, the College Board System is equipped with a program that monitors traffic by automatically recording every visitor's host, domain name, pages visited, length of user sessions, browser type, and/or IP address. This program tracks the number of times the site is hit, how many visitors come to the site, which parts of the site they frequent, and the length of time of each visit. This information does not contain personally identifiable information and is used to evaluate areas of interest and to improve this site and may be provided to third parties by College Board or its affiliates.

CHANGES TO THIS PRIVACY POLICY

We reserve the right to change the terms of this Privacy Policy from time to time by posting an updated Privacy Policy. We encourage you to review this Privacy Policy Statement periodically for any changes or updates.

QUESTIONS ABOUT THIS PRIVACY POLICY

If you have questions about this Privacy Policy or the College Board System privacy practices, please contact us at 866-607-5223 or info@csplacement.com. Please note: the College Board's customer service department is not intended to be a substitute for legal counsel. If you have specific legal questions about the use of the College Board System in your state or country, please consult with your individual attorney.

Effective 03/02/2014



College Board System Student Privacy Policy

This System and website are operated by the College Board and are designed to be used by educational institutions, governmental departments of education, and students to assist in determining if a student is prepared for a college-level course and to aid institutions in making course placement decisions. The College Board recognizes the importance of protecting the privacy rights of students taking ACCUPLACER[®] tests and other College Board tests using this System. The College Board System is securely managed and safeguarded in accordance with all applicable laws and the policies and guidelines set forth below. By using the College Board System, you consent to the terms of the following privacy policy, including the uses of the information as described below.

INFORMATION COLLECTED

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INFORMATION USE, SHARING AND DISCLOSURE

- (a) Student Data is provided to the institution that is administering the test to the student and may be shared by that institution with governmental departments of education for reporting purposes and with the institution's operational and research partners. Students may also grant permission to share their score reports

with institutions other than where the test was administered. The student must provide that permission in writing before the score report can be shared with the nonadministering institution.

- (b) Student Data is used by the College Board for internal research and reporting purposes in accordance with the College Board's data use policies. With the exception of those uses set forth in this privacy policy, student personally identifiable information will not be shared, sold, or released to third parties without the student's consent. For further information regarding the College Board's data use policies, visit <http://www.collegeboard.org> to access the College Board's Guidelines for the Release of Data and the College Board's Uses of College Board Test Scores and Related Data.
- (c) Student Data may be shared with employees and subcontractors who assist the College Board with website operations and the technical aspects of hosting the site. All College Board employees and subcontractors are subject to the College Board's confidentiality and privacy policies.
- (d) Student Data may be disclosed in response to a subpoena, court order, or legal process, to the extent permitted and required by law.
- (e) Student Data may be disclosed to protect user security or the security of other persons, consistent with applicable laws.
- (f) For ACCUPLACER Users only: The College Board may send email communications regarding the College Board's free college planning services to those students who do not opt out of receiving these types of communications. The College Board

will not rent, sell, or release email addresses to third parties without the student's consent.

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- (h) For ACCUPLACER Users only: If your institution uses the ACCUPLACER[®]//MyFoundationsLab[®] tool, the College Board may send you an email with your MyFoundationsLab Locator Code and Access Code so you can access the tool.

COLLEGE BOARD LINKED SITES; COMPUTER SKILLS PLACEMENT; PEARSON ACCUPLACER[®]//MyFoundationsLab[®]

Any information that the users submit to a third party site, not owned by the College Board, is subject to the third party site's terms and conditions and privacy policies. The College Board is not responsible for privacy policies or terms and conditions of any third party sites or for any links, information, or content that appears on the third party sites.

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materials on these sites are not owned by the College Board and are solely owned by and provided to the institutions and students by CSPlacement Pearson respectively. Use of these sites and services are governed by the Terms and Conditions and Privacy Policy set forth on each site.

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INTERNATIONAL USERS AND TRANSFERS OF INFORMATION

The College Board System operates on a software as a service platform that is located in the United States. Therefore, your Student Data may be may be transferred from your testing location to the United States. When you furnish Student Data to the College Board through this System, you are consenting to a cross-border transfer of that information. If you choose not to provide your Student Data, please notify your proctor.

INFORMATION GATHERED THROUGH TRAFFIC MONITORING

Like many other websites, the College Board System is equipped with a program that monitors traffic by automatically recording every visitor's host, domain name, pages visited, length of user sessions,

browser type, and/or IP address. This program tracks the number of times the site is hit, how many visitors come to the site, which parts of the site they frequent, and the length of time of each visit. This information does not contain personally identifiable information and is used to evaluate areas of interest and to improve this site and may be provided to third parties by College Board or its affiliates.

CHANGES TO THIS PRIVACY POLICY

We reserve the right to change the terms of this Privacy Policy from time to time by posting an updated Privacy Policy. We encourage you to review this Privacy Policy Statement periodically for any changes or updates.

QUESTIONS ABOUT THIS PRIVACY POLICY

If you have questions about this Privacy Policy or the College Board System privacy practices, please contact us at 866-607-5223 or info@csplacement.com. Please note: the College Board's customer service department is not intended to be a substitute for legal counsel. If you have specific legal questions about the use of the College Board System in your state or country, please consult with your individual attorney.

Effective 03/02/2014

Appendix B - Administrator's Notes to Braille Nonstandard Format Tests

Test Administration Notes for the Braille Edition Elementary Algebra — Form F			
Print Page	Braille Page	Question/Section	Notes
Title Page	p. 1	Title Page	
	p. 2	Copyright info.	
	p. 3	Special braille symbols page	
1–3, a3	1 & 2	Transcriber's Note; Test directions; Example;	Nemeth braille indicator added.
4-c4	3–6	Questions 1–5	#1 – Sentence change: “The graph on the facing page represents” A tactile graphic of the graph is provided. Braille page 4 is blank.
5-a5	6 & 7	Questions 6–12	
6-a6	8 & 9	Questions 13–18	
	10		Braille page 10 is blank.
7-a7	11–13	Questions 19–24	#19 – A tactile graphic of the diagram is provided.
8-a8	14 & 15	Questions 25–30	
9-b9	15–17	Questions 31–35; Stop directions	

Test Administration Notes for the Braille Edition Elementary Algebra — Form G			
Print Page	Braille Page	Question/Section	Notes
Title Page	p. 1	Title Page	
	p. 2	Copyright info.	
	p. 3	Special braille symbols page	
1–3, a3, b3	1–3	Transcriber's Note; Test directions; Example; Questions 1–4	Nemeth braille indicator added.
4-a4	3 & 4	Questions 5–11	
5-b5	5–7	Questions 12–17	#17 – A tactile graphic of the diagram is provided.
6-b6	7–11	Questions 18–23	Braille pages 8 and 10 are blank. #22 – A tactile graphic of the rectangle provided.
	12		Braille page 12 is blank.
7-a7	13 & 14	Questions 24–29	
8-b8	14–16	Questions 30–35; Stop directions	

Test Administration Notes for the Braille Edition Mathematics Diagnostic — Group A — Form P			
Print Page	Braille Page	Question/Section	Notes
Title Page	p. 1	Title Page	
	p. 2	Copyright info.	
1–3, a3	1–2	Test directions; Example	Sentence added to example: “B is the correct answer.”
4–5	2	Questions 1–2	
6	3	Questions 3–4	
7	3	Questions 5–6	
8	4	Questions 7–8	
9	4	Questions 9–10	
10	5	Questions 11–12	#11 – A tactile graphic of the number line is provided.
	6		Braille page 6 is blank.
11	7	Questions 13–14	
12	7	Question 15	
	8		Braille page 8 is blank.
13	9	Question 16	Tactile graphics of the squares are provided.
	10		Braille page 10 is blank.
14–15	11	Question 17	A tactile graphic of the pizza is provided.
	12		Braille page 12 is blank.
16	13	Questions 18–19	
17	14	Questions 20–21	
18-a18	14–15	Questions 22–23	
19-a19	15–16	Questions 24–25	
20	16	Questions 26–27	
21	17	Question 28	A tactile graphic of the number line is provided.
	18–19		Braille pages 18 and 19 are blank.
22-a22	20–21	Question 29	Sentence changed: “Which of the following pairs of rectangles below or on the facing page has the same area?” Tactile graphics of the rectangles are provided.
	22		Braille page 22 is blank.
23	23	Question 30	A tactile graphic of the rectangle is provided.
	24		Braille page 24 is blank.
24	25	Questions 31–32	#31 – A tactile graphic of the number line is provided.
	26		Braille page 26 is blank.

**Test Administration Notes for the Braille Edition
Mathematics Diagnostic — Group A — Form P**

Print Page	Braille Page	Question/Section	Notes
25–26	27	Questions 33–34	
27-a27	27–28	Questions 35–36	
28	28	Questions 37–38	
29-a29	28–29	Questions 39–40	
30	29	Questions 41–42	
31-a31	29–30	Questions 43–44	
32	30	Question 45	
33	31	Question 46	A tactile graphic of the circle graph is provided.
	32		Braille page 32 is blank.
34	33	Question 47	
35-a35	34–35	Question 48	Sentence changed: “The circle graph on the facing page gives” A tactile graphic of the circle graph is provided.
	36		Braille page 36 is blank.
36–37	37	Questions 49–50	
38-a38	37–38	Question 51–52	
39	38	Questions 53–54	
40	39	Questions 55–56	
41-a41	39–40	Questions 57–58	
42	41	Question 59	A tactile graphic of the triangle is provided.
	42		Braille page 42 is blank.
43	43	Questions 60–61	
44-a44	43–45	Questions 62–63	Braille page 44 is blank. #63 – Tactile graphics are provided.
	46		Braille page 46 is blank.
45	47	Question 64 STOP	

**Test Administration Notes for the Braille Edition
Mathematics Diagnostic — Group A — Form Q**

Print Page	Braille Page	Question/Section	Notes
Title Page	p. 1	Title Page	
	p. 2	Copyright info.	
1–3, a3	1–2	Test directions; Example	Sentence added to example: “B is the correct answer.”
4–5	3	Questions 1–2	
6	3	Questions 3–4	
7	4	Questions 5–6	
8	4	Questions 7–8	
9	5	Questions 9–10	#9 – A tactile graphic of the number line is provided.
	6		Braille page 6 is blank.
10	7	Questions 11–12	
11	7	Question 13	
12	8	Question 14	
13	9	Question 15	A tactile graphic of the square is provided.
	10–11		Braille pages 10 and 11 are blank.
14-a14	12–13	Question 16	Sentence changed: “The large square on the facing page has side lengths” A tactile graphic of the square is provided.
	14		Braille page 14 is blank.
15–16	15	Questions 17–18	
17	16	Questions 19–20	
18-a18	16–17	Questions 21–22	
19-a19	17–18	Questions 23–24	
20-a20	18–19	Questions 25–26	#26 – A tactile graphic of the number line is provided.
	20–21		Braille pages 20 and 21 are blank.
21-a21	22–23	Question 27	Tactile graphics of the rectangles are provided.
	24		Braille page 24 is blank.
22	25	Questions 28–29	
23-a23	25–27	Questions 30–31	Braille page 26 is blank. #31 – A tactile graphic of the square is provided.
	28		Braille page 28 is blank.
24	29	Question 32	A tactile graphic of the figure is provided.
	30		Braille page 30 is blank.
25–26	31	Questions 33–34	

Test Administration Notes for the Braille Edition Mathematics Diagnostic — Group A — Form Q			
Print Page	Braille Page	Question/Section	Notes
27	32	Questions 35–36	
28	32	Questions 37–38	
29	33	Questions 39–40	
30	33	Questions 41–42	
31	34	Questions 43–44	
32-a32	34–35	Questions 45–46	
	36		Braille page 36 is blank.
33	37	Question 47	A tactile graphic of the circle graph is provided.
	38		Braille page 38 is blank.
34	39	Question 48	A tactile graphic of the circle graph is provided.
	40		Braille page 40 is blank.
35–36	41	Questions 49–50	
37-a37	41–42	Questions 51–52	
38	42	Questions 53–54	
39-a39	42–43	Questions 55–56	
40-a40	43–44	Questions 57–58	
41	44	Questions 59–60	
42	45	Questions 61–62	
43-a43	45–47	Questions 63–64 STOP	#63 – A tactile graphic of the number line is provided. Braille page 46 is blank.

**Test Administration Notes for the Braille Edition
Mathematics Diagnostic — Group B — Form P**

Print Page	Braille Page	Question/Section	Notes
Title Page	p. 1	Title Page	
	p. 2	Copyright info.	
1–3, a3	1–2	Test directions; Example	Sentence added to example: “B is the correct answer.”
4–5, a5	2–3	Question 1	Tactile graphics of the graphs are provided.
	4		Braille page 4 is blank.
6	5	Question 2	A tactile graphic of the graph is provided.
	6		Braille page 6 is blank.
7	7	Question 3	A tactile graphic of the graph is provided.
	8		Braille page 8 is blank.
8	9	Question 4	A tactile graphic of the graph is provided.
	10–11		Braille pages 10 and 11 are blank.
9-a9	12–13	Question 5	Sentence changed: “. . . is true about the line graphed in the xy -plane on the facing page?” A tactile graphic of the graph is provided.
	14		Braille page 14 is blank.
10	15	Question 6	A tactile graphic of the graph is provided.
	16		Braille page 16 is blank.
11	17	Question 7	A tactile graphic of the graph is provided.
	18		Braille page 18 is blank.
12	19	Question 8	
	20		Braille page 20 is blank.
13	21	Question 9	A tactile graphic of the graph is provided.
	22		Braille page 22 is blank.
14	23	Question 10	Tactile graphics of the graphs are provided.
	24		Braille page 24 is blank.
15-c15	25–31	Question 11	Tactile graphics of the graphs are provided. Braille pages 26, 28, and 30 are blank.
	32		Braille page 32 is blank.
16	33	Question 12	
17-a17	34–35	Question 13	Sentence changed: “. . . is true about the line graphed in the xy -plane on the facing page?”
	36–37		Braille pages 36 and 37 are blank.
18-a18	38–39	Question 14	
19-a19	40–41	Question 15	Sentence changed: “The points (x, y) plotted in the graph on the facing page represent” A tactile graphic of the graph is provided.

**Test Administration Notes for the Braille Edition
Mathematics Diagnostic — Group B — Form P**

Print Page	Braille Page	Question/Section	Notes
	42		Braille page 42 is blank.
20	43	Question 16	
21–22	43	Questions 17–18	
23	44	Questions 19–20	
24	44	Questions 21–22	
25	45	Questions 23–24	
26–a26	45–46	Questions 25–26	
27	46	Question 27	
28	46	Questions 28–29	
29	47	Questions 30–31	
30	47	Question 32	
31–32, a32	47–48	Questions 33–34	
33	48	Questions 35–36	
34–a34	48–49	Questions 37–38	
35	49	Questions 39–40	
36–a36	49–50	Questions 41–42	
37	50	Questions 43–44	
38–a38	50–51	Questions 45–46	
39	51	Questions 47–48	
40–41	52	Questions 49–50	
42	53	Question 51	
43	53	Question 52	
44	54	Question 53	
45–a45	54–55	Questions 54–55	
46–a46	55–56	Questions 56–57	
47	57	Questions 58–59	
48	58	Questions 60–61	
49–a49	59–60	Questions 62–63	
50	60	Question 64	
		STOP	

**Test Administration Notes for the Braille Edition
Mathematics Diagnostic — Group B — Form Q**

Print Page	Braille Page	Question/Section	Notes
Title Page	p. 1	Title Page	
	p. 2	Copyright info.	
1–3, a3	1–2	Test directions; Example	Sentence added to example: “B is the correct answer.”
4–5	3	Question 1	A tactile graphic of the graph is provided.
	4		Braille page 4 is blank.
6	5	Question 2	A tactile graphic of the graph is provided.
	6		Braille page 6 is blank.
7	7	Question 3	A tactile graphic of the graph is provided.
	8		Braille page 8 is blank.
8	9	Question 4	A tactile graphic of the graph is provided.
	10		Braille page 10 is blank.
9	11	Questions 5–6	
	12		Braille page 12 is blank.
10	13	Question 7	A tactile graphic of the graph is provided.
	14		Braille page 14 is blank.
11	15	Question 8	A tactile graphic of the graph is provided.
	16		Braille page 16 is blank.
12	17	Question 9	Tactile graphics of the graphs are provided.
	18		Braille page 18 is blank.
13	19	Question 10	A tactile graphic of the graph is provided.
	20		Braille page 20 is blank.
14	21	Question 11	
15	22	Questions 12–13	
16	23	Question 14	
17	24	Questions 15–16	
18–19	25	Questions 17–18	
20	25	Questions 19–20	
21	26	Questions 21–22	
22	26	Questions 23–24	
23	27	Questions 25–26	
24	27	Questions 27–28	
25	28	Questions 29–30	
26	28	Questions 31–32	
27–28	29	Questions 33–34	
29	29	Questions 35–36	

Test Administration Notes for the Braille Edition Mathematics Diagnostic — Group B — Form Q			
Print Page	Braille Page	Question/Section	Notes
30	30	Questions 37–38	
31	30	Questions 39–40	
32	31	Questions 41–42	
33	31	Questions 43–44	
34	32	Questions 45–46	
35	32	Questions 47–48	
36–37	33	Question 49	
38	34	Question 50	
39–a39	34–35	Questions 51–52	
40–a40	35–36	Questions 53–54	
41	36	Question 55	
42	37	Questions 56–57	
43	38	Questions 58–59	
44	39	Question 60	
45	39	Question 61	
46	40	Questions 62–63	
47	41	Question 64	
		STOP	

**Test Administration Notes for the Braille Edition
Mathematics Diagnostic — Group C — Form P**

Print Page	Braille Page	Question/Section	Notes
Title Page	p. 1	Title Page	
	p. 2	Copyright info.	
1–3, a3	1–2	Test directions; Example	Sentence added to example: “B is the correct answer.”
4–5	3	Questions 1–2	
6	3	Questions 3–4	
7	4	Questions 5–6	
8	4	Questions 7–8	
9	5	Questions 9–10	
10	5	Questions 11–12	
11	6	Questions 13–14	
12	6	Question 15	
13	7	Question 16	
14–15	8	Questions 17–18	
16-a16	8-9	Questions 19–20	
17	9	Questions 21–22	
18	10	Questions 23–24	
19	10	Questions 25–26	
20	11	Questions 27–28	
21	11	Questions 29–30	
	12		Braille page 12 is blank.
22	13	Question 31	A tactile graphic of the triangle is provided.
	14		Braille page 14 is blank.
23	15	Question 32	A tactile graphic of the triangle is provided.
	16		Braille page 16 is blank.
24–25	17	Question 33	A tactile graphic of the triangle is provided.
	18		Braille page 18 is blank.
26	19	Questions 34–35	
27-a27	19–20	Questions 36–37	
28	20	Questions 38–39	
29	21	Questions 40–41	
	22		Braille page 22 is blank.
30	23	Question 42	A tactile graphic of the graph is provided.
	24		Braille page 24 is blank.
31	25	Questions 43–44	
32	25	Questions 45–46	

Test Administration Notes for the Braille Edition Mathematics Diagnostic — Group C — Form P			
Print Page	Braille Page	Question/Section	Notes
33	26	Questions 47–48 STOP	

Test Administration Notes for the Braille Edition Mathematics Diagnostic — Group C — Form Q			
Print Page	Braille Page	Question/Section	Notes
Title Page	p. 1	Title Page	
	p. 2	Copyright info.	
1–3, a3	1–2	Test directions; Example	Sentence added to example: “B is the correct answer.”
4–5	3	Questions 1–2	
6	3	Questions 3–4	
7	4	Questions 5–6	
8	4	Questions 7–8	
9	5	Questions 9–10	
10	5	Questions 11–12	
11	6	Questions 13–14	
12	6	Question 15	
13	7	Question 16	
14–15	8	Questions 17–18	
16-a16	8–9	Questions 19–20	
17	9	Questions 21–22	
18-a18	9–10	Questions 23–24	
19	10	Questions 25–26	
20-a20	10–11	Questions 27–28	
21	11	Questions 29–30	
22	12	Questions 31–32	
23–24, a24	13–15	Questions 33–34	#33 – A tactile graphic of the triangle is provided. Braille page 14 is blank.
25-a25	15–17	Questions 35–36	Braille page 16 is blank. #36 – A tactile graphic of the square is provided.
	18		Braille page 18 is blank.
26	19	Questions 37–38	
27-a27	20–21	Question 39	Sentence changed: “. . . is graphed in the xy-plane on the facing page.” A tactile graphic of the graph is provided.
	22		Braille page 22 is blank.
28	23	Question 40	A tactile graphic of the graph is provided.
	24		Braille page 24 is blank.
29	25	Questions 41–42	
30-a30	25–26	Questions 43–44	

Test Administration Notes for the Braille Edition Mathematics Diagnostic — Group C — Form Q			
Print Page	Braille Page	Question/Section	Notes
31	26	Questions 45–46	
32	27	Questions 47–48 STOP	

Test Administration Notes for the Braille Edition Reading Placement and Diagnostic — Form P			
Print Page	Braille Page	Question/Section	Notes
Title Page	p. 1	Title Page	
	p. 2	Copyright info.	
1–3	1	Test directions	
4	2	Example 1	Sentence added: “A is the correct answer.”
5	3	Example 2	Sentence added: “D is the correct answer.”
6–7	4	Question 1	
8	5	Question 2	
9-a9	6–7	Question 3	
10-a10	8–9	Question 4	
11	10	Question 5	
12	11	Question 6	
13	12	Question 7	
	13		Braille page 13 is blank.
14-a14	14–15	Question 8	
15	15	Question 9	
16	16	Question 10	
17	17	Question 11	
18	18	Question 12	
19	19	Question 13	
20	20	Question 14	
21	21	Question 15	
22	22	Question 16	
23–24	23	Question 17	
25	24	Question 18	
26	25	Question 19	
27	26	Question 20	
28	27	Question 21	
29	28	Question 22	
30	29	Question 23	
31	30	Question 24	
32	31	Question 25	
33	32	Question 26	
34	33	Question 27	
35	34	Question 28	
36	35	Question 29	
37	36	Question 30	

**Test Administration Notes for the Braille Edition
Reading Placement and Diagnostic — Form P**

Print Page	Braille Page	Question/Section	Notes
38	37	Question 31	
39	38	Question 32	
40–41	39	Question 33	
42-a42	40–41	Questions 34–35	
43	42	Question 36	
44	43	Question 37	
45	44	Question 38	
46-a46	45–46	Questions 39–40	
47-a47	47–48	Questions 41–42	
48	49	Question 43	
49	50	Question 44	
50	51	Question 45	
51	52	Question 46	
52	53	Question 47	
53	54	Question 48	
54–55	55	Question 49	
56-a56	56–57	Question 50	
57	58	Question 51	
58	59	Question 52	
59	60	Question 53	
60	61	Question 54	
61	62	Question 55	
62	63	Question 56	
63	64	Question 57	
64	65	Question 58	
65-a65	66–67	Question 59	
66	68	Question 60	
67	69	Question 61	
68	70	Question 62	
69	71	Question 63	
70	72	Question 64	
	73		Braille page 73 is blank.
71–72, a72	74–75	Question 65	
73	76	Question 66	
74	77	Question 67	
75-a75	78–79	Question 68	

Test Administration Notes for the Braille Edition Reading Placement and Diagnostic — Form P			
Print Page	Braille Page	Question/Section	Notes
76-a76	80–81	Question 69	
77-a77	82–83	Question 70	
78	84	Question 71	
79	85	Question 72	
80	86	Question 73	
81	87	Question 74	
82-a82	88–89	Question 75	
83	89	Question 75, cont.	
84-a84	90–91	Question 76	
85	91	Question 76, cont.	
86-a86	92–93	Question 77	
87	93	Question 78	
88-a88	94–95	Question 79	
89	95	Question 79, cont.	
90-a90	96–97	Question 80	
		STOP	


Test Administration Notes for the Braille Edition Reading Placement and Diagnostic — Form Q			
Print Page	Braille Page	Question/Section	Notes
Title Page	p. 1	Title Page	
	p. 2	Copyright info.	
1–3	1	Test directions	
4	2	Example 1	Sentence added: “A is the correct answer.”
5	3	Example 2	Sentence added: “D is the correct answer.”
6–7	4	Question 1	
8	5	Question 2	
9	6	Question 3	
	7		Braille page 7 is blank.
10–a10	8–9	Question 4	
11	10	Question 5	
	11		Braille page 11 is blank.
12–a12	12–13	Question 6	
13	14	Question 7	
14	15	Question 8	
15	16	Question 9	
16	17	Question 10	
17	18	Question 11	
18	19	Question 12	
19–a19	20–21	Question 13	
20	22	Question 14	
21	23	Question 15	
22	24	Question 16	
	25		Braille page 25 is blank.
23–24, a24	26–27	Question 17	
25–a25	28–29	Question 18	
26–a26	30–31	Question 19	
27	32	Question 20	
28	33	Question 21	
29	34	Question 22	
30	35	Question 23	
31	36	Question 24	
32	37	Question 25	
33	38	Question 26	
34	39	Question 27	
35	40	Question 28	

Test Administration Notes for the Braille Edition Reading Placement and Diagnostic — Form Q			
Print Page	Braille Page	Question/Section	Notes
36	41	Question 29	
37-a37	42–43	Question 30	
38	44	Question 31	
39	45	Question 32	
40–41	46	Question 33	
42	47	Question 34	
43	48	Question 35	
44	49	Question 36	
45	50	Question 37	
46	51	Question 38	
47	52	Question 39	
48	53	Question 40	
49	54	Question 41	
50	55	Question 42	
51	56	Question 43	
52	57	Question 44	
53	58	Question 45	
54	59	Question 46	
55	60	Question 47	
56	61	Question 48	
57–58, a58	62–63	Question 49	
59-a59	64–65	Question 50	
60	65	Question 51	
61	66	Question 52	
62	67	Question 53	
63	68	Question 54	
64	69	Question 55	
65	70	Question 56	
66	71	Question 57	
67	72	Question 58	
68	73	Question 59	
69	74	Question 60	
70	75	Question 61	
71	76	Question 62	
	77		Braille page 77 is blank.
72-a72	78–79	Question 63	


**Test Administration Notes for the Braille Edition
Reading Placement and Diagnostic — Form Q**

Print Page	Braille Page	Question/Section	Notes
73	80	Question 64	
74–75	81	Question 65	
76–a76	82–83	Question 66	
77	84	Question 67	
78	85	Question 68	
79	86	Question 69	
80–a80	87–88	Question 70	
81–a81	88–89	Question 70, cont.	
82	90	Question 71	
83	91	Question 72	
84–a84	92–93	Question 73	
85–a85	94–95	Question 74	
86–a86	96–97	Question 75	
87	97	Question 75, cont.	
88–a88	98–99	Question 76	
89	99	Question 76, cont.	
90–a90	100–101	Question 77	
91	101	Question 78	
92	102	Question 79	
	103		Braille page 103 is blank.
93–a93	104–105	Question 80 STOP	

Appendix C - ACCUPLACER Nonstandard Scoring Log-in Credentials Request Form

		Office use only	
		Date - Submitted	
		Date - Entered	
ACCUPLACER Nonstandard Scoring Log-in Credentials Request Form			
School Name:			
School Number:			
ACCUPLACER Site ID:			
Address:			
City, State, Zip:			
Phone:			
Contact Name:			Please fill out this form to receive your login credentials. Email the completed form to brandy@b-e.com with your ACCUPLACER ID on the "Subject Line". This login will allow you to access the webportal https://login.imagesilo.com . Your credentials will be available within 24 hours upon submission of this form by email.
Contact Phone:			
Contact Email:			
User Name:			

Appendix D –Shipping Request Return Form

		Office use only	
		Date - Submitted	
		Date - Entered	
Shipping Request Return Form			
School Name			
Address			Requested UPS Pick Up Date
Address			
City, State, Zip			
Phone			
Contact Name			
Contact Phone			
Contact Email			
Parcel type & estimated weight		Estimated # tests	
Box/envelope	1:		
	2:		
	3:		
	4:		
	5:		
<p>Please fill out this form to receive your shipping labels to return the Non-standard test form materials which should include, answer sheets, answer keys, test booklets used and unused. The form should be uploaded into ImageSilo at https://login.imagesilo.com using your login credentials. Labels will be sent within 24 hours of receipt of this form and pick up date will be schedule for you. The USP pick up date will be as close to your requested date on the form as possible. The test booklets should be bundled separately between used and unused when packaging.</p>			

Appendix E - ACCUPLACER 14-15 Nonstandard Testing Materials Form

Indiana Department of Education

ACCUPLACER 14-15 Nonstandard Testing Materials

Form

Directions for Corporation Testing Coordinator (CTC) or School Testing Coordinator (STC):

- Complete **Part 1** and **Part 2: Received** immediately upon receipt of materials
- Complete **Part 2: Used** and **Part 2: Unused** upon completion of testing
- Once testing is completed, log on to <https://login.imagesilo.com> and complete the Shipping Request Return Form.
- Print, sign, and return this form with all unused testing materials and completed answer sheets to:
The College Board, c/o DocuLaw, 1060 N Capital Ave #E240, Indianapolis, IN 46204

If you have questions about how to complete this form, email danderson-nonemp@collegeboard.org

PART 1 - CORPORATION OR HIGH SCHOOL INFORMATION

Corporation or school name:
 ACCUPLACER Testing Site ID:
 CTC/STC Name completing this form:
 Email Address:
 Direct Contact Number:

Part 2 – Accounting for Test Materials

Test Book	Standard Test Book			Large Print Test Book			Braille Test Book		
	Received	Used	Unused	Received	Used	Unused	Received	Used	Unused
Reading Form P									
Reading Form Q									
Elementary Alg Form P									
Elementary Alg Form Q									
Math Diag - A Form									
Math Diag - B Form									
Math Diag - C Form									
Product Name	Received			Used			Unused		
Scoring Templates									
Answer Sheets									

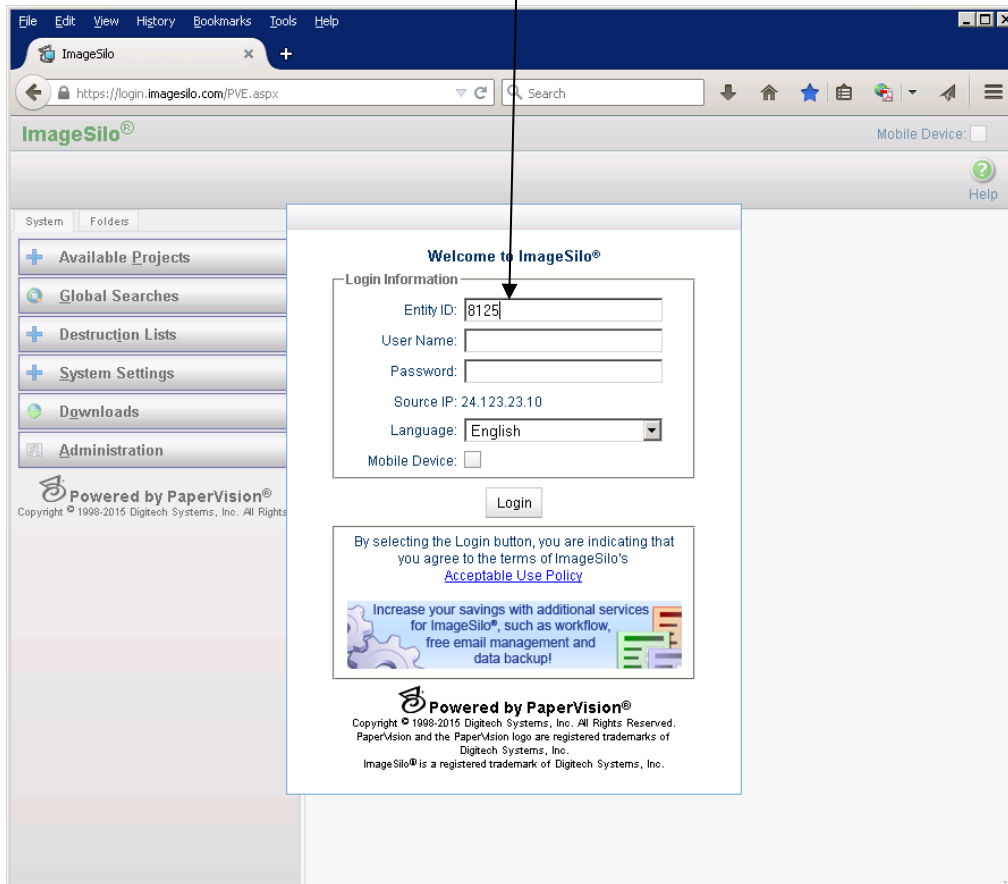
CTC/STC SIGNATURE: _____

DATE: ____/____/2015

Appendix F- Directions for Uploading the Nonstandard Format Answer Sheet into ImageSilo

Directions for Uploading the Nonstandard Format Answer Sheet into ImageSilo

1. Log in by going to the web address below and entering your Entity ID, User Name, and Password.
 - Log in to ImageSilo at <https://login.imagesilo.com>
 - Entity Number will always be **8125**
 - User Name (not case sensitive) and initial password (case sensitive) are supplied after requesting an account setup



The screenshot shows a web browser window with the URL <https://login.imagesilo.com/PVE.aspx>. The page features a sidebar with navigation links: Available Projects, Global Searches, Destruction Lists, System Settings, Downloads, and Administration. The main content area displays a login form titled "Welcome to ImageSilo®". The form includes fields for Entity ID (pre-filled with 8125), User Name, Password, Source IP (24.123.23.10), Language (English), and a Mobile Device checkbox. A "Login" button is positioned below the form. Below the login form, there is a disclaimer stating that by selecting the Login button, the user agrees to the terms of ImageSilo's Acceptable Use Policy. At the bottom of the page, there is a promotional banner for PaperVision services and a copyright notice for Digittech Systems, Inc. (1998-2015).

File Edit View History Bookmarks Tools Help

ImageSilo

https://login.imagesilo.com/PVE.aspx

ImageSilo®

Mobile Device: ☐

System Folders

+ Available Projects

Global Searches

+ Destruction Lists

+ System Settings

Downloads

Administration

Powered by PaperVision®

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ImageSilo®

Welcome to ImageSilo®

Login Information

Entity ID: 8125

User Name:

Password:

Source IP: 24.123.23.10

Language: English

Mobile Device: ☐

Login

By selecting the Login button, you are indicating that you agree to the terms of ImageSilo's [Acceptable Use Policy](#)

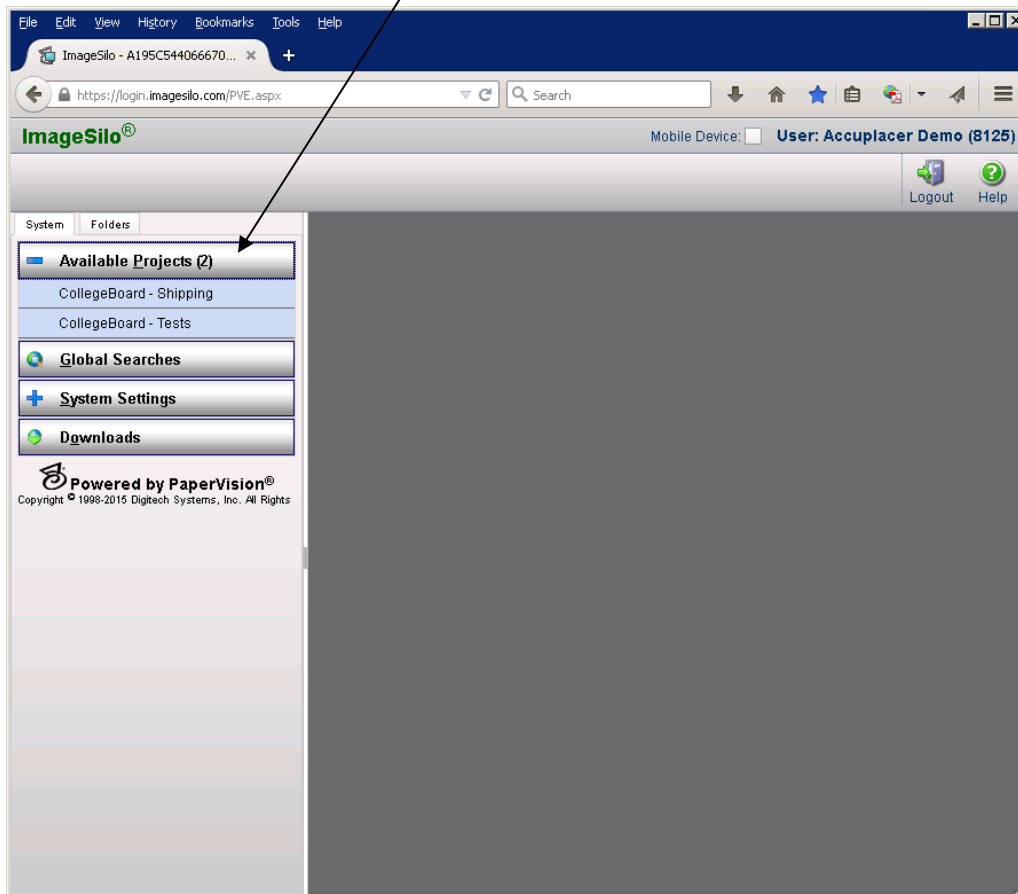
Increase your savings with additional services for ImageSilo®, such as workflow, free email management and data backup!

Powered by PaperVision®

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2. Verify you are using the **“CollegeBoard – Tests”** project.

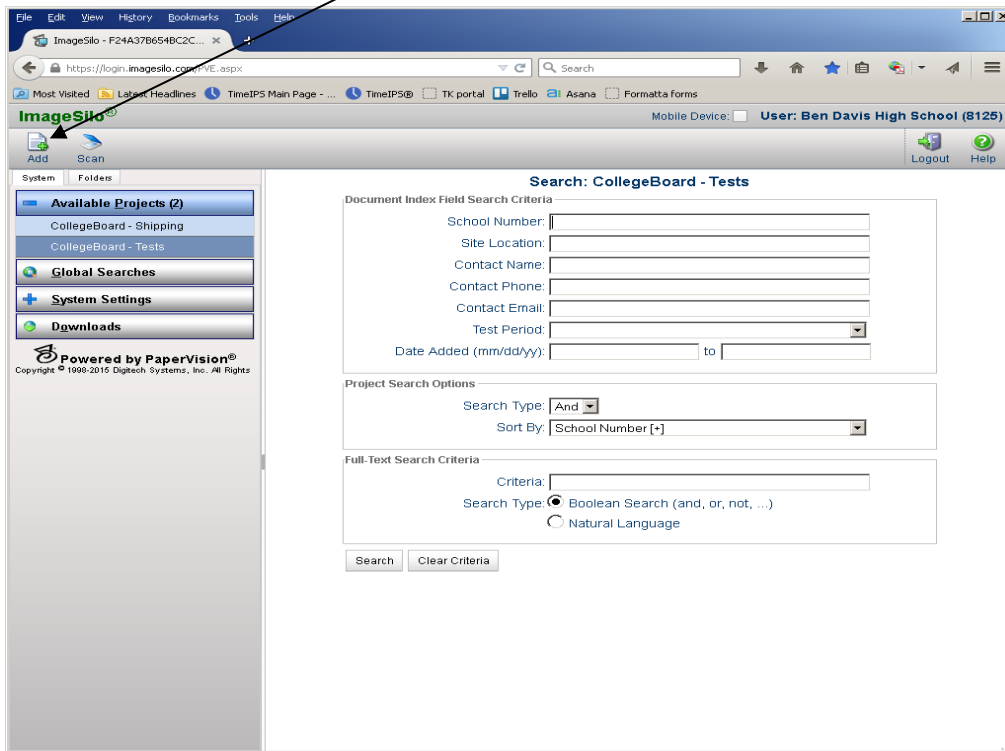
- Upon successful login, expand “Available Projects” and choose “CollegeBoard – Tests”



- The Initial screen is for searching files that have been loaded.

3. Adding New Documents

- To Add files: Press the “Add” button



- Enter the information in the fields in the browser window.
- Browse to the location of your saved file

The screenshot shows a web browser window with the URL <https://login.imagesilo.com/PVE.aspx>. The page title is "ImageSilo - F24A37B654BC2C...". The user is logged in as "User: Ben Davis High School (8125)". The page has a sidebar with "Available Projects (2)", "Global Searches", "System Settings", and "Downloads". The main content area is titled "Add New Documents" and contains a "Document Index Fields" section with the following fields:

- School Number: [Blank]
- Site Location: [Blank]
- Contact Name: [Blank]
- Contact Phone: [Blank]
- Contact Email: [Blank]
- Test Period: Test Period 1 (dropdown menu)
- Date Added (mm/dd/yy): [Blank]

Below the fields is a "Files" section with a "File 1:" label and a "Browse..." button. The text "No file selected." is displayed next to the button. At the bottom of the form are four buttons: "Save", "Additional Files", "Clear All Fields", and "Cancel".

- Press "Save"

Appendix G - Script for Administering ACCUPLACER Online Assessments - Pre-registration System

Script for Administering ACCUPLACER Online Assessments

Pre-registration System

After distributing vouchers to all students, seat them and put them at ease by introducing yourself and the purpose of the assessment. Read aloud to the students the directions printed in the boxes below. All other instructions are for the Proctor and should not be read aloud.

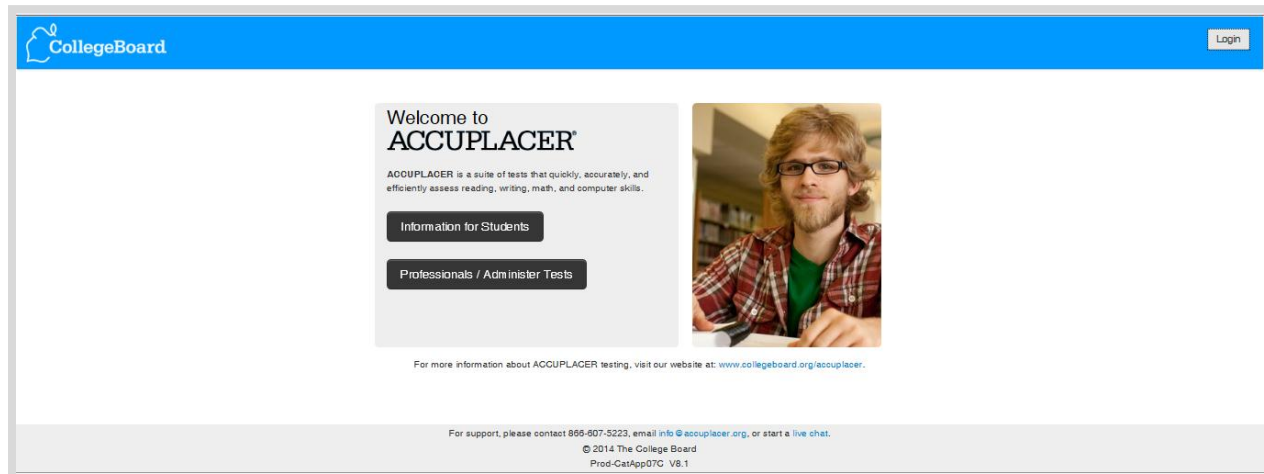
You are about to take ACCUPLACER assessments. ACCUPLACER is a testing tool used by colleges to determine if students are college ready. Students who are considered college ready are able to take credit-bearing courses in their program of study immediately. Students who are not considered college-ready must take remediation courses first. The Diagnostic assessments can help you identify skills needed to become college ready before graduating from high school. The test scores will help you and your high school counselor or teachers decide if you could benefit from a targeted intervention during the next school year.

During the test administration, you should not have anything on your work station except scratch paper and a pencil. All cell phones must be turned off. Dictionaries and calculators are not permitted. If you have brought any such materials with you, please place them under your chair.

Please go to www.accuplacer.org. Click on **Professional's/Administer Tests** or **Login** on the first screen and **Use Voucher** on the second screen.

Pause and allow students time to get to the appropriate screen.

Screen One – click Login (Login is on the upper right corner)



Screen Two – Click Use Voucher

CollegeBoard

Username Password Login

Forgot your username? Forgot your password?

ACCUPLACER > Login

Welcome to ACCUPLACER

ACCUPLACER is a suite of tests that quickly, accurately, and efficiently assess reading, writing, math, and computer skills.

If this is your first time visiting, you can learn more about the ACCUPLACER program at www.collegeboard.org/accuplacer.

Start a test using a student voucher

If you are proctoring a student who is taking a test with a voucher, please click the button below to begin.

Use Voucher

New Institution Registration Request an account for your institution If your institution does not have an account, and you would like

System Requirements Verify that this computer meets system requirements

A test voucher is required to launch ACCUPLACER tests from this page. With the test voucher you were provided, please enter the information exactly as it appears on the voucher. You will also be required to enter your birth date to validate your identity. After you have entered your information, click on **Submit** and wait until your test is displayed on your screen. Please be patient as this may take up to one minute.

CollegeBoard

Administer Test - Voucher Screen

Instructions

A test voucher is required to launch ACCUPLACER tests from this page. If you have been provided with a test voucher please enter the information exactly as it appears on the voucher. You will also be required to enter your birth date to validate your identity. If you are unable to proceed, please contact your test administrator to verify the voucher information.

* Indicates required fields

* Voucher Number * Last Name

* Date of Birth

N/A N/A N/A

Submit

You are not allowed to use a hand held calculator on this assessment. Some of the mathematics items within ACCUPLACER have pop-up calculators. If a pop-up calculator appears you may use the calculator to help you answer that item. You may however use the scratch paper provided for any of the questions. Please raise your hand if you need extra paper or have any questions.

Please instruct the students of how you would like to be notified when they complete their test session.

At the end of testing, collect all scratch paper. All scratch paper should be destroyed by a secure method.